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1944/45

ANNUAL REPORT OF LIBRARIAN

STATE TEACHERS COLLEGE AT
TRENTON
1944-45

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The Library of the College is administered according to the basic philosophy that its services and facilities are of prime importance to the work of the students in all their classes and to their development as well-rounded persons with the abilities and interests necessary to make them successful teachers. The Library is the actual laboratory for classwork done in English and Social Studies classes and in many of the Education courses; in addition, it provides an important supplementary laboratory for all other subjects taught in the college. As long ago as 1826, this was recognized by James G. Carter in his Essays upon Popular Education when he stated that the first requirement "of an institution for the education of teachers" was "an appropriate library with a philosophical apparatus."*

In order to provide the materials and to give the service required by this point of view, a staff of five librarians and one clerical worker are in charge of the collection which now totals 48,572 volumes. In the Horace Mann Room of the Library a Reference Collection of 3500 volumes has been selected to meet the needs of the students. In addition, a changing collection of five to nine hundred books is kept "on reserve" by the faculty in the Main Reading Room. In this same room will also be found about five thousand books, selected by the staff as the titles most needed by the students in their reading study for class assignments. Because future teachers must be familiar with the classics of children's literature and with school textbooks, special collections are also maintained in these two fields. These collections of books are supplemented by other types of materials needed for teachers--a file of 7164 pamphlets and clippings and a file of 9916 pictures are kept in the Main Reading Room. Here also can be found the 173 current magazines and seven newspapers subscribed to by the library, while the files of 2317 bound magazines are located in the stacks. A new service started this year is the provision of a record collection, now totalling twenty-six albums, which may be borrowed for home use or played in the Library.

In order that students may make the best use of these rich facilities, two policies are followed, neither one of which would be entirely effective without the other. All the facilities of the library are accessible to all students at any time when the Library is open. The three floors of stack shelves are open for student use and the reserved books are kept on shelves in the Main Reading Room. This policy is followed because we feel that undergraduates should have every possible opportunity to use and to read books and because much of each student's growth in college will depend upon the extent of his self-education by reading.

Along with this policy, goes our program for instruction of students in the use of library tools and reference books. The first six weeks of the Freshman Orientation Course are devoted to a program of instruction--

*James G. Carter. Essays upon popular education. Boston, Bowles & Dearborn, 1826, p. 50.

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UNIVERSITY OF ILLINOIS

027
N53165R
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library tours, diagnostic testing, lectures, and individual practice work--planned to give each student the skills he needs. In the Junior year, members of the library staff meet students in class before their practice teaching begins, and give further instruction in the reference tools needed at that time. In addition to these two particular periods at which training is given, the library staff frequently go into classes on call by the faculty and give additional instruction as it is needed; a staff member is, also, on duty in the library at an assigned time during each week day to give individual help to students who need and ask for it.

It is felt, however, that the library should not be a source of material for study only. Browsing, reading for the fun and enjoyment to be secured, is a very real part of any person's education. Therefore, the library collection contains a wide selection of general literature, books in attractive editions, and books on subjects not specifically taught in college but in which students of college age may well be interested. Reading centers at a number of points in the Library--in the lobby, by the couch near the fireplace in the Main Reading Room, and the New Book Display--are all arranged to invite and to attract the student to reading of a recreational nature. In addition, seven dormitory units are provided each year with a library of fifty to seventy-five titles, which are changed each term and are administered by the Resident Teacher and the House Council in charge of each dormitory. The Library also issues reading lists intended to guide young persons in their choice of books or to make suggestions of new books of interest to them.

That these facilities have been increasingly used by our students and faculty during the year 1944-5 is evidenced by the detailed record of circulation included at the end of this report. It is gratifying that the total use of books has increased twenty-six percent over the last college year. For they year September through May, this represents an average circulation per student of sixty volumes. Very decided increases are shown in all categories of books having to do with the Social Sciences, while considerable increase is shown in the use of Science and Literature books. Material in the form of pamphlets, clippings, and pictures (listed under Vertical File) has been used much more widely this year. The increase in overnight circulation of reserved books is, the staff feels, almost entirely due to the library work required by Dr. Carpenter.

In preceding years it has been helpful to the staff to report the accomplishments of the current year in the light of their recommendations of aims made in the preceding year. Therefore the following points are on that basis--a consideration of the extent to which we have achieved the aims set forth in our report for last year. In the library report for 1943-44 the following aims for the coming year were listed:

I. Improvement and development of our program of library instruction.
II. Consideration of ways of making available new types of teaching materials.
III. Improvement of the mechanical and technical work of the library.
IV. Development of greater faculty interest in the library.

I. Our program of library instruction to college students has been based upon continuation of the library unit of the Freshman Orientation Course and participation at appropriate times in the preparation for practice teaching. New developments this year have included special work with all Freshman sections as the Source Theme assignment was made, involving work with English sections under Mr. Macdougall and History sections under Dr. Carpenter. A staff member has been assigned every

2 Fudgdir 1944/45, 1946/47 ent. Atkinson Fg 41

library tours, diagnostic testing, lectures, and individual practice work--planned to give each student the skills he needs. In the Junior year, members of the library staff meet students in class before their practice teaching begins, and give further instruction in the reference tools needed at that time. In addition to these two particular periods at which training is given, the library staff frequently go into classes on call by the faculty and give additional instruction as it is needed; a staff member is, also, on duty in the library at an assigned time during each week day to give individual help to students who need and ask for it.

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afternoon on week-days for individual help in reference work to any student needing it; while this service has not been widely used, staff members feel that it will be more widely used as students become really aware of its availability and that any assistance along this line is the best kind of individual teaching. Library bulletins #1 and #2 have been revised and a sufficient supply printed for use during the coming year. Two members of the staff have also participated in extension courses being carried out by members of the faculty.

Aims in this field for next year should be continual attention to ways of improving and furthering the effectiveness of our teaching. I would particularly like to see more faculty members call for participation by the Librarian in class instruction, as the teaching of library skills is called for by the class situation, and more use might be made of the device of bringing classes to the library. The assignment of a staff member for individual help should be continued. And, in my opinion, some such assignment as the source theme should be required of all freshmen, not just to strengthen their skill in using the library (although this is a desirable outcome) but also to prepare them for the procedures of unit-preparation which comes in the later years of their college course.

II. New types of teaching materials are constantly being brought to the alert teacher's attention. We feel that such teaching materials as textbooks, books of children's literature, pamphlets and clippings, and pictures are being widely used by our students in the ways in which we have them organized. Discussion with faculty members has strengthened our belief that knowledge of bibliographies and sources of information about such materials as slides, films, charts, etc., is being given to our students and that they not only know how to use them in the classroom but also how to prepare them for themselves.

We have, however, after careful consideration by the Library Faculty Committee, taken a step forward this year in the decision to build up a collection of records. This was done not alone to provide teaching materials in this form, but also to meet the needs of the general college student for opportunity to increase his appreciation of fine music. The class of January 1945 gave the money for a portable victrola and three different student groups have given records to initiate the collection. The fairly small circulation figure shown in the statistical report does not adequately show that this collection has been steadily and increasingly used since its initiation in January. We anticipate that, after the war, a music room equipped with the necessary facilities for good listening may be provided in our spacious library building.

III. Continued improvement of our mechanical and technical work constitutes a behind-the-scenes activity which is not always appreciated by the public but which is essential to the smooth operation of any library and to the maintenance of service to both students and faculty. Miss Perry's detailed report not reproduced here shows that an increase in her work has taken place comparable to the increase in circulation work already reported. New types of materials such as maps and victrola records have been entered in our catalog, necessitating a study of the problems posed by the indexing of such materials, and work has gone ahead on the re-classifying and re-cataloging of our textbook collection--an accomplishment which is justified by the increased use made of these materials. In addition, a long-time plan for an inventory of the library has been worked out and the first year's work according to this plan accomplished under Miss Perry's direction.

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The order work of the library has been reorganized under Miss Voss's direction, thus relieving Miss Perry of this responsibility and at the same time making possible more careful attention to follow-up of titles ordered and more thorough checking of bills. Miss Voss has also been made responsible for the ordering of all Library of Congress cards, a further lightening of the cataloging work made with the intention of giving more time to Miss Perry for the re-cataloging which she is doing.

Plans for next year cannot go ahead unless we are able to maintain the amount of student and secretarial help which is necessary. We hope that under these conditions the following plans can be carried out as recommended by Miss Perry:

Cataloging of state and U.S. documents now kept in a separate collection;
Cataloging of special sets received as gifts;
Cataloging of material received or transferred to old textbook collection;
Revision of subject entries and making of needed cross references; and
Addition of need guides to the main catalog.

We also plan to add to Miss Voss's duties the building up of a list of material which we shall offer to exbhange with other libraries. A beginning has been made on this project, enough to show the potential value to our collection of carrying the work to completion.

IV. Development of greater faculty interest in the library is an aim which must be carried out by the library staff as a whole on a year-round, everyday, basis, the greatest single factor being the maintenance of pleasant relations between the faculty and the library staff as individuals. However, definite steps which have been taken with this aim in mind are as follows:

Each month the Librarian has checked on the monthly list of new titles added to the library, the titles which she wishes to call to the attention of individual faculty members. This service has been appreciated by instructors and has been proved to be worth the rather considerable amount of time required.

In many libraries a considerable amount of staff time is spent in helping faculty members with reference work required for their research. In our library, work of this type takes the form rather of assistance to the faculty in gathering material for speeches and, in a few cases, bibliographic assistance to instructors working on textbooks, courses of study, syllabi, etc. Every effort is made to provide quickly or to borrow for the instructor appropriate material and to give any service needed for their work.

Mrs. Heath is assigned the duty of reviewing periodicals as they come in the library each day in order to send special notice to faculty members of periodical articles connected with curricular or personal interests. In addition, other staff members send such notices to faculty members if material comes to their attention, so that especial effort is made to keep instructors informed promptly of new material. On occasion, the whole staff has been put "on the alert" to keep an individual instructor posted on some special problem.

The Librarian and certain members of the staff have participated in a variety of faculty committees and activities, and in the advisory program of the Student Life Department.

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The librarian and certain members of the staff have participated in a variety of faculty committees and activities, and in the advisory program of the Student Life Department.

Courses of study for all courses taught in the college have been assembled, organized, and made available for use of faculty members in the library files.

These are only the most important of the procedures used during the past year to maintain faculty interest in the Library. They seem to be producing results in the return to the library of some faculty members who had used the Library only occasionally and in satisfaction expressed by other faculty members at the service received. As other devices and procedures occur to us we intend to use all appropriate means of maintaining faculty interest.

These four problems seemed last year to be the most important to which the library staff should direct its attention. As we face a new year of work, they seem still to be important, with additon of certain new problems.

V. The work of our student assistants has been invaluable in the maintenance of high standards of service to faculty and student body at a time of increasing pressure. Throwing the stacks open to students has meant that our shelves must be carefully read and revised at much more frequent intervals than formerly. Increased circulation means that more work has to be done in the shelving of books as they are returned from circulation. Re-cataloging and re-classification of various classes of books means that more student work is required for re-marking, re-filing of actalog cards, and other mechanical jobs involved, while the skilled secretarial help provided by our staff secretary has been used for work which students cannot do. In addition, the provision of assistance in the Library at Lanning School has taken several hours each week from the help provided by two or three students. At the same time, the regulations governing the provision of work scholarships have cut down on the amount of time we can use each individual student. In the light of all these considerations, Mrs. Ferguson, who has charge of scheduling and reporting time for the student staff, has made a careful study of our needs for the coming year and recommends that at least twenty student assistants working no less than six hours a week be assigned to the library each term, so that they may be scheduled as follows:

Catalog department		
5 students working six hours each week		30 hours
Circulation department		
15 student working at Lanning School each week	10hours	
with Mrs. Heath checking periodicals	5 "	
with Mrs. Ferguson filing catalog cards, shelving, etc.	75 "	90 hours
		120 hours weekly

Assignment of this number of student assistants will mean that we can keep abreast of each day's work without having to use the professional staff for an undue share of mechanical work.

VI. The return of servicemen to the campus will undoubtedly bring new problems to the library. As more of our men return from the services, we shall need to give considerable attention not only to the problems of adapting our service to meet their needs but also to the problems which will arise from the change in our college life effected by their return to the campus. As we try to anticipate the steps we should take, the most important seem to be:

Rapid completion of our various plans for re-classification and re-cataloging of the library collection, so that our "house will be in order" as nearly as possible.

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8 students working six hours each week		30 hours
Circulation department		
15 student working at Lambing School each week		10hours
with Mrs. Heath circulation periodicals	"	
with Mrs. Ferguson filing catalog cards,		
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Rapid completion of our various plans for re-classification and re-cataloging of the library collection, so that our "house will be in order" as nearly as possible.

Careful individual attention to the question of orienting the veteran to our library arrangement, its regulations and privileges. As part of this individual attention, there must be realization on the part of each staff member of the identity of veterans and their special needs.

Possibly, rearrangement of the working schedule of individual staff members to provide better coverage at times when the library may be crowded or when greater individual work is called for.

Attention to the needs and interests of returning servicemen in the selection of books, magazines, and other materials to be added to the collection.

VII. The selection of books, the evaluation of book needs in the light of curricular changes, the re-evaluation of material already in the library for binding, discarding, or other disposal, is considered by the Librarian to be one of the most important functions which she performs. This year this function has been increasingly performed on a cooperative basis--I continually receive order cards for titles recommended by other members of the library staff and order cards for the requisitions just completed have obviously been based, to a much greater extent than before, on recommendations to department heads from individual instructors. The importance of faculty recommendation was pointed out particularly this spring when we had a request from the Weather Division of the U.S. Army Air Forces for a six-months' loan of our copy of Great Soviet Atlas of the World (Moscow, 1937, vol. I only), a book which had been bought on the recommendation of Dr. Botts and which, it now appears, is located in only two other libraries in this country. This book, which is a beautiful example of color printing and illustrative of advanced principles of map making, will remain a treasure in our library for many years.

Major steps taken this past year in the task of building up our book collection have been made possible only by the continuation of book purchase on a confirming order basis. By this means we have been able to take advantage of the opportunity to secure many out-of-print titles, which have long been wanted by the faculty, from second-hand and rare book dealers, although few of the titles actually fall in the category of rare books. We have also been able to request certain dealers to search for items we particularly need for special uses. By this means we have added source materials such as Helper's Impending crisis, Harvey's Coin's Financial School, missing series in the Old South Leaflets, and a gratifying number of histories of New Jersey counties. Other out-of-print titles which we were able to secure included Lorenzo Valla's donation of Constantine, Strieder's Jacob Fugger, The Journal of William Maclay, and Erasmus' The Education of a Prince--none of these being particularly expensive or rare, but they would have been impossible for us to secure under the old system of purchase. Another way in which this plan has been advantageous has lain in the acceleration with which even new titles have gone out of print, due to war shortages and rationing of paper. We have been able to place orders frequently during the year and have therefore in many cases been able to secure new titles which have only a few days later gone out of print for the duration.

Next year we should give this function of the library the same careful and detailed attention which it has received this year. Our "want" file of titles needed but not available from others should be maintained and reduced as it is possible. The maintenance of prompt and accurate service to the faculty should result in greater help from them in the recommendation of titles and, more important, in the imparting of information as to curriculum changes or needs when special projects are to be undertaken.

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USE OF THE LIBRARY COLLECTION
FOR TWO YEARS*

	By students		By faculty	
	1944-45	1943-44	1944-45	1943-44
000 General works	215	327	123	120
100 Philosophy and Psychology	886	630	80	68
200 Religion	323	324	23	22
300 Social Sciences	5250	4033	545	589
400 Languages	279	164	61	43
500 Science	1925	1616	169	175
600 Useful arts	1949	1793	288	190
700 Fine arts	2679	2699	279	174
800 Literature	2871	1780	212	175
910 Travel	1947	1368	142	133
B Biography	1420	1107	143	99
900 History	5534	4232	232	269
Fiction	[illegible]	4996	1043	836
Reserved books	5873	3447	11	7
Periodicals	1514	1638	305	747
Vertical file	2772	1044	386	275
Records	166	0	14	0
Total	41,140	32,333	4321	3924
Grand total	45,661	36,257		

	1944-45	1943-44**
Interlibrary loans		
from other libraries	[illegible]	240
to other libraries	31	5
Av. no. of students Sept.-May	[illegible]	[illegible]
Student circulation Sept.-May	34,620	25,539
Av. per student	60	37.5

*Detailed record by months is kept on file for reference if needed.
**Estimate only.

Record of additions and withdrawals

Book collection*	Volumes	Titles
Additions:		
General circulating books	2,355	1,846
Reference collection	361	340
Children's collection	264	238
Textbook collection (Includes transfers, etc.)	1,494	1,180
Total additions	4,474	3,604
Total withdrawn or transferred	1,401	472
Net additions	3,073	3,132
Total on hand	48,572	36,049
Number of books bound	144	
Number of periodicals bound	34	
Total number of bound periodicals	2,317	2,317
Special material catalogued		
Record albums	26	
Maps	145	

Pamphlet collection	
On hand May 30, 1944	6,206
Added 1944-45	1,277
Discarded 1944-45	319
On hand May 30, 1945	7,164

Picture collection	
On hand May 30, 1944	8,934
Added 1944-45	892
On hand May 30, 1945	9,916

* Detailed record by classes of books is kept on file for reference as needed.

USE OF THE LIBRARY COLLECTION
May 15, 1944-May 30, 1945
Students

	May 15-30	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
000 General Works	3	5	90	20	6	13	22	14	5	8	12	4	13	215
100 Phil. & Psych.	24	47	106	32	69	107	49	60	121	90	72	58	51	886
200 Religion	10	10	36	11	24	15	45	33	34	31	46	14	14	323
300 Social Science	187	373	438	215	474	595	561	459	426	656	397	140	329	5,250
400 Language	3		5	7	13	27	53	79	17	40	27	2	6	279
500 Science	37	18	131	61	71	336	194	105	136	303	203	113	217	1,925
600 Useful arts	81	137	137	72	129	150	167	157	147	314	276	110	72	1,949
700 Fine arts	71	99	107	109	214	272	257	243	299	448	293	154	113	2,679
800 Literature	91	151	308	106	104	185	781	149	242	225	214	282	333	2,571
910 Travel	37	77	61	14	205	255	190	117	267	326	250	39	106	1,947
B Biography	18	17	46	23	133	116	159	137	143	202	177	142	107	1,420
900 History	112	196	97	54	469	645	597	391	750	822	733	332	336	5,534
Fiction	247	247	441	189	580	693	595	496	623	436	462	398	520	5,927
Reserves	132	187	235	195	317	995	574	839	652	514	467	259	417	5,783
Periodicals	38	49	165	93	70	48	220	150	60	226	160	167	68	1,514
Vertical file	36	40	126	7	111	288	685	115	203	404	428	166	163	2,772
Records										19	24	46	77	166
Total	1,127	1,653	2,529	1211	2989	4740	4549	3544	4125	5064	4241	2426	2942	41,140

also that coordinated work between the library and the classroom needed to be carried out. The most rewarding device was shown to be the use of the book talk. Definite plans could be made for the extension of its use to other topics than intergroup relations and its use by both faculty and library staff.

2. Great success has been achieved in some schools through the use of the Teen Age Book Club through cooperative arrangements by the school library, English department, and Pocket Books, Inc. Why would this not be a fruitful device for use at least on the Freshman level in college?
3. The most needed point at which stimulation of reading should be carried out is, in the opinion of the Library Staff, in the English classes. Definite results have been evident in the Library of stimulation of supplementary reading by the Geography instructors. The same policy should certainly be a major aim of the English Department, as well as of each special department.
4. The differentiation of duties of Library staff members into Cataloger, Circulation, and Reference Librarians should make possible even more effective cooperation with class instructors.
5. Just as in high schools, it is necessary to make a special plea for information from faculty members on what classes are working on. Greater attention to this would make it possible for the library staff to see that needed books are ready for use on time, to prepare bibliographies, and to offer special services.

Instruction in the use of the library.- The program of library instruction has been carried on along the same lines as in the past four years, with only minor variations. It has been effective, as far as it goes, but shows the defects of an integrated program in that coverage of different classes varies widely according to the insight of faculty members and cooperative arrangements between the Library and different departments. Good programs of instruction have been worked out for the instruction needed by Elementary, Kindergarten-Primary, and Secondary Juniors in preparation for their practice teaching. This instruction has been shared by Mrs. Ferguson, Miss Perry, and Miss Gaver, although the main load of the instruction for Freshmen has been carried by Miss Gaver. It must be stated, however, that nothing has yet been accomplished along these lines with any of the special curricula, except a faint beginning of one lesson taught to the Senior Physcial Education majors after their practice teaching was over.

Instructional service has also been given to such outside groups as the Pennington High School Freshman class (one-half day of observation and instruction), Conservation Workshop (preparation of an extensive bibliography and participation in the teaching), Elementary Workshop (display of books prepared and presentation of the material by a staff member), and Lanning school pupils (record periods).

The collection.- The library collection continues to grow in usefulness to faculty and students and according to visiting librarians is improving in the physical appearance of the books on the shelves, - a factor to which it is necessary to devote increasing attention and a greater proportion of the

budget as a collection ages. Newer types of materials are enriching our resources, as we increase our holdings not only of pictures and pamphlets, but also of records, posters, maps, and now films and filmstrips. This year especial attention was given to evaluation of our periodical list. On the basis of a report to each department on our holdings in their subject fields, recommendations were secured for deletions and additions. As a result our list for 1947-1948 is much better suited to our needs and a number of changes in binding policy have been effected.

The careful analysis given to books as they are cataloged for use, the continued revision and re-classification of the collection at a number of points, our plan for a continuous inventory which constantly brings to light errors which must be corrected, all constitute an extremely essential part of the library work, but one which is not easily observed and therefore does not lend itself to adequate evaluation by the non-librarian. Our staff has not been sufficient for all that needs to be done along this line, but it is hoped that with the appointment of a new staff member we can work out ways of adding some staff time to this work.

Gifts to the library always constitute an important source for acquisitions. Outstanding among donors this year have been:

The students of State Teachers College, through the efforts of Sigma Tau Chi	(37 titles)
Argomothouros Sigma Sorority in honor of Miss Alice Nrewster	(6 titles)
Miss Helen Ferris, Editor of Junior Literary Guild	(29 titles)
Jewish Chautauqua Society	(13 titles)
Council on Cooperation of the Commission on Teacher Education	(75 titles)
Theta Nu Sigma	(5 albums)

In addition a number of individuals - alumni, faculty members, and others have given valuable single items.

It is becoming increasingly apparent that the amount of the library allotment for books, supplies, and binding is insufficient to meet the needs of the college. A greater proportion of the budget must be allotted to binding as the collection becomes older; a larger amount should be spent upon periodicals - always an expensive item - if we initiate a graduate program in elementary education; and the price of books in general has increased so steeply during the past year that even our present allotment buys considerably less than it did a year ago. It would take almost a 100% increase in our allotment to make this fund reach the standard set by the American Library Association for a college library serving a student body of 850.

The library staff.- The library staff has seemed to work together with increasing ease this year and to excellent effect. The addition of a new staff member at the circulation desk has provided much closer and more consistent follow-up of details. It has also resulted in a freer schedule for Mrs. Ferguson, so that she has been able to participate in instruction and provide individual service more easily. Staff meetings have been held occasionally- about six during the year- but information has also been communicated through a staff bulletin. More frequent conferences have been held with one or two staff members and several assignments have been carried out by committees- on the whole a more satisfactory method of working together.

The Librarian would like to express her gratitude to the administration for freedom to attend many outside activities and to her colleagues for their forbearance during many absences attending to the work of the New Jersey Library Association. All staff members have participated in outside professional activities which are reflected on their work in greater interest and new ideas. Opportunity has been granted as frequently as possible when meetings conflicted with scheduled assignments. These outside activities for 1946-47 reflect an unusually wide professional interest.

Mrs. Ferguson
- NJEA, Atlantic City
- Philadelphia Chapter, Special Library Association
- Visit to Film Library, Newark Board of Education
- Audio-Visual Workshop, New Jersey College for Women
- NJLA, Trenton meeting, Buck Hill Falls Conference, and College Section meeting at Montclair.

Miss Gaver
- NJLA, Trenton, Newark, and Montclair meetings and Buck Hill Falls conference
- NJLA, 23 meetings of boards or committees
- June and Midwinter meetings of American Library Association
- NJSLA, conference and three board meetings
- Secondary Education Board
- Talks at three community meetings in Trenton

Mrs. Heath
- Lanning School, visit for a special interview by class
- New York Herald Tribune Spring Book Show
- Sonta Club of Trenton, Speech
- Carol Robins School, Christmas visit

Mr. Packard
- NJLA, Newark and Montclair meetings
- Library Public Relations Council
- Kappa Delta Pi, Speech

Miss Perry
NJLA, Newark, Trenton, and Montclair meetings
Audio-Visual Workshop at New Jersey College for Women
NJLA, Catalog section, three meetings

Miss Voss
NJEA, Atlantic City
NJLA, Trenton meeting
Red Bank, New Jersey (assist Dr. Goetz with extension class)

This year each member of the staff has prepared an individual report, several containing detailed recommendations for next year's work. While these cannot be repeated or even digested for this report, it should go on record that their recommendations will be carefully studied and put into effect in next year's work.

Finally, this report would be incomplete without an expression of appreciation for Mrs. Heath who will retire June 30th after sixteen years of service in the library. She has contributed constantly and without stint to the service of the library. Her background of reading, her insight into the needs of students as they have used the library, her strict enforcement of obedience to library regulations, and above all her very friendly and cordial relations with students have meant much to the college and will be greatly missed.

Respectfully submitted,
Mary V. Gaver
Mary V. Gaver, Librarian

USE OF THE LIBRARY COLLECTION
FOR FOUR YEARS

	By Students			
	1943-44	1944-45	1945-46	1946-47
000 General works	627	215	230	293
100 Philosophy and Psychology	865	886	1010	1223
200 Religion	324	323	303	309
300 Social Sciences	4033	5250	4964	5197
400 Languages	194	279	290	154
500 Science	1616	1925	1785	2476
600 Useful Arts	1793	1949	1940	2153
700 Fine Arts	2689	2679	2341	2467
800 Literature	1760	2571	2698	2414
910 Travel	1368	1947	1028	1201
B Biography	1107	1420	1575	1782
900 History	4232	5534	3777	3918
Fiction	4996	5927	4588	5390
Reserved Books	3447	5873	4964	6692
Periodicals	1638	1514	1778	1499
Pamphlets and Clippings	1644	2772	2266	2943
Records	0	166	364	764
Total Student Use	32,333	41,140	35,901	40,946
Total Faculty Use	3,924	4,521	4,210	3,998
GRAND TOTAL	36,257	45,661	40,111	44,944
Interlibrary loans:				
from other libraries	240	315	189	251
to other libraries	5	31	28	22
Average number of students September to May	528	574	595	795
Student Circulations September to May	25,539	34,620	31,466	35,184
Average per student	47.5	60	53	44.2

Record of Additions and Withdrawals

Book Collection*	1945-46	1946-47	1945-46	1946-47
	Volumes		Titles	
Additions:				
General circulating books	2315	2119	1784	1444
Reference collection	298	193	265	174
Children's collection	203	171	194	138
Textbook collection (Includes transfers, etc.)	540	899	365	564
Total Additions	3356	3382	2608	2320
Total Withdrawn or Transferred	1269	788	144	266
Net Additions	2087	2594	2464	2054
Total on Hand	50, 659	53,907	38,513	41,194
Number of Books Bound	227	330		
Number of Periodicals Bound	104	79		
Total Number of Bound Periodicals	2421	2510		
Special Material Catalogued				
Records	102	60		
Pamphlet Collection				
On hand at beginning of year	7164	8021		
Added	1718	780		
Discarded	761	610		
On hand at end of year	8021	8191		
Picture Collection				
On hand at beginning of year	9916	10,816		
Added	900	850		
Discarded				
On hand at end of year	10,816	11,666		

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* Detailed record by classes of books is kept on file for reference as needed.

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ANNUAL REPORT OF LIBRARIAN

STATE TEACHERS COLLEGE
TRENTON, N. J.
1947-48

The work of the year 1947-48 in the State Teachers College Library at Trenton has not been one of any startling developments, or of new policies put into effect. Rather it has been a year of steady, purposeful work by all the members of the staff to realize our aim of adapting the library services and collection to the educational needs of the students of the college and of consolidating further the changes made six years ago when the "open stack" policy was initiated. In general, the library staff feels that better instruction in library use has resulted from reorganization of the library staff initiated with Miss Hamm's appointment, that our reference service has been developed, and that the work of building up and conserving the library collection has been furthered. While this more or less un-spectacular development of the library's service has taken place as a matter of course during the year, there have been unusual steps taken in the program of education for school librarians, which has become a part of the Librarian's assignment; a separate report of this work is appended.

Reference service and library instruction.- This aspect of the library's service has been developed through the work of the Reference Librarian, the Circulation Librarian and the Librarian, all of whom participate. Since February, Miss Perry has been working full-time in the reference room; during this time her particular assignment has been working with students having term papers to write or special research projects, such as those assigned to the History majors by Dr. Carpenter. With some classes she has been able, through the cooperation of the instructor, to carry out an experiment of specific appointments to help each student, involving an evaluation of materials and the form of bibliographies. These appointments have been time-consuming, but both the staff and faculty involved feel that the time has been well-spent, particularly where it has been spent on Freshmen. In one case, as a result of this method, the finished papers of at least half the students included almost perfect bibliographies and only three or four bibliographies out of two sections were unsatisfactory. Miss Perry feels, however, that only the better students come for this kind of help without an appointment, voluntarily.

Mrs. Ferguson's contribution to this aspect of the library's service has lain in individual guidance and advice to students in reading and in quick reference questions; because of her knowledge of the collection and ease of manner with the faculty she has also been of considerable help to individual faculty members in special projects in which they are interested.

The foundation upon which this kind of help has been built is the library orientation given to all Freshmen early in the school year through the cooperative planning and instruction of these three members of the library staff with Miss Lindeman. On the whole, it was felt this year that the library orientation went more smoothly than before; certainly the participation of Mrs. Ferguson and Miss Perry in the instruction to sections eased the burden on the Librarian. The Shores-Moore Library test used this year was not satisfactory, although it did serve the purpose of motivation.

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In connection with the reference service of the library, mention should be made of the special services now provided by our staff to the alumni, to the summer workshops, and through means of inter-library loans. A very imperfect record of services to alumni shows a total of 359 loans to 52 different alumni. Because of the difficulty of keeping this separate record, we feel sure that the number of loans and people served is at least twice the number given. We also feel that there has been a considerable increase in use of the library by alumni during the past year, particularly by those taking extension courses offered in town with insufficient library resources; as a result, we have had requests for the loan of bound magazines and reference or reserved material which we could not grant. The workshops offered by the college during the summer have also received special services, through Mrs. Ferguson, who has given library tours, spoken on books and library tools, prepared special bibliographies and provided special displays upon request of the instructors in charge. The inter-library loan service has also increased considerably, on the borrowing side, 397 books having been borrowed upon request of students and faculty--an increase of 146 over last year. While we make every effort to oblige when calls come for us to lend material to to other libraries, it is not often that we have the material requested.

Building up and conservation of the library collection.- It is a matter of gratification that the appropriation for library books and materials has been slowly and steadily increasing and that it will be considerably increased next year. Although the total is still not equal to that required by such standards as those of the American Library Association, a policy of slow but steady increase gives evidence of administrative interest in reaching standards. Likewise, the buying policy which has enabled us to continue searching for out-of-print books is bearing fruit in a book collection more able to meet the demands of the faculty. Significant acquisitions have included the Union List of Serials and its supplement, the New York Times Index, the building of our file of American Sociological Review back to volume one, and Larned's Literature of American History. There have been no unusually large gifts to the collection this year, but the continuation of gifts by student organizations is of real significance. Sigma Tau Chi has added 31 titles of current fiction, Theta Nu Sigma three record albums, and Argomothouros Sigma five books of drama in honor of Alice M. Brewster. While the work of book selection is the chief responsibility of the Librarian, it rests upon recommendations not only from department heads but also from the library staff, each of whom has some specific duty in this connection. By this means, new government publications and worthwhile pamphlets are purchased promptly, continuations are ordered systematically, the need for duplication or replacement is called to mind, and new textbooks requested from publishers.

Problems of conserving the book collection become more important as the age of the collection advances. So, with this collection it has been necessary to give increasing attention and a larger portion of the budget to expenditures for conservation. Important steps that have been taken in this line include the provision of six large locked storage cabinets in the basement of the stacks where expensive or rare materials can be stored, to be brought out upon request of students or faculty. Our files of college scrapbooks and catalogs, the President's reports, the Seal and Signal, as well as a selection of expensive books particularly in the field of art, have been shelved here. A study was made by Mrs. Ferguson of the best cleaning material to use on leather-bound books and, under her direction, student assistants spent a good portion of their time cleaning and restoring many of our books of this kind. We feel that this year we have been particularly careful

in following up books which needed repair and rebinding and, as a result, our shelves begin to look less shabby than they did in the days when this could not be afforded. Another step which has contributed not only to the conservation but also to the more advantageous use of the collection is a rearrangement by which all books with particular call numbers are now in one location only. This required a major shifting of books between the stacks and the main reading room but has already elicited words of commendation from both students and faculty.

Use of the library.- We have subjective evidence from many individual students that our policy of "open shelves" has been thoroughly justified by making possible freer access to the wealth of materials provided in even such a comparatively small collection as ours, and that it is appreciated and properly used by the majority of students. It is true, however, that uncharged books found lying in the halls and reserved books removed without charging from the shelves give evidence that some of our students do not yet know the meaning of fair play and real honesty. The library staff feels very strongly that their watchfulness and individual guidance must be continuous and must be supplemented by administrative action when the occasion arises.

The kind of use made of our reading rooms and facilities has also been of concern to the library staff this year. Many nights the attendance is heavy, but some of the students might be more logically employed under the stars at the edge of Lake Ceva. In the afternoon the reading rooms have frequently been almost deserted, and yet that same evening at closing hour there may be tremendous pressure on certain reserved books. On nine out of ten Friday nights there has been a mere handful of students in the library, yet on the tenth, the staff member on duty has been very busy with a full attendance. At the same time, we have demands from a small minority of both faculty and students, to keep the library open longer on Saturday and on Sunday. This unpredictable 'skewing' of library attendance has made a real problem as to what hours the library should be open and has raised the question of how best to assign staff members. That longer hours are not the answer seems evident from the fact that our 58 hours per week of service under professional supervision is higher than that demanded for a college of this size by the American Library Association standards.

The extent of book use outside the building is imperfectly pictured by the table of circulation statistics appended to this report. The gross increase of 8,456 more volumes circulated this year than last represents to that extent an increase in the work required at the circulation desk. That it also represents a somewhat greater use of the library is shown by the comparative figures for books circulated per student for September through May. It is gratifying that this figure has grown from 44.2 books per student in 1946-1947 to 50.2 in 1947-1948.

Behind-the-scenes work.- Many library users appear to think that books fly to their appointed places on the shelves all newly published complete with catalog cards, book pockets and cards, call numbers, et al. That this necessary work is efficiently and quickly done in our library results from the untiring work of all the staff, but especially of Miss Perry, Miss Hamm, and their student assistants. This year the inventory was carried forward by two experienced student assistants, under Miss Hamm's direction. All the picture and story books for grades one through three were separated from the Fiction classification in the Childrens' collection and marked as 'Easy' books, thus enabling inexperienced Kindergarten-Primary majors to make better selections for their practice teaching. In addition, through Miss Perry's checking of the catalog and Miss Hamm's correcting cards, many past errors and inconsistencies were corrected, handwritten or worn cards replaced with new, and a considerable backlog of uncataloged books prepared for use.

Library staff.- All the library staff in their individual reports to the Librarian mentioned the value of the faithful and interested help given to the library by the staff of student assistants. The 38 assigned to the library during 1947-1948 have been divided among all the staff. It has been our aim in planning their work to emphasize, so far as is compatible with necessity of getting work done, the educational value potential in the work for all and the vocational value which may lie in it for a few. It has been a matter of pride, in this connection, that one of our students, Mary Alice McNierney who has been an assistant for four years, was selected this year to receive the work fellowship offered by New Jersey College for Women for a student in Library Science. Other students who have been especially efficient and dependable include Gisella Mazza, Eleanor McCracken, Marie Kneeshaw, Marjorie Bartman and Nina Duvall.

When Mrs. Heath retired in June 1947 and a successor to her had been selected, it became necessary to re-assign many of the duties involved in the operation of the college library. To aid in this re-assignment, the Librarian with the help of several staff members prepared a "job analysis", classifying and listing the duties of each staff member. Major changes in duties involved the assignment of responsibility for binding and for the picture collection to Miss Voss, care of periodicals to Mr. Packard, the filing and revising of catalog cards to Miss Perry, and the responsibility for the reference service to Miss Perry. This has resulted in the development of a kind of liaison between the cataloging and reference work which we think is of advantage to the library. The Librarian wishes to take this opportunity to express her appreciation to each member of the staff for their adaptability and for the pleasant relations with which we all work together. It is devoutly hoped that the present library secretary can be kept in that position.

Recommendations.- When we evaluate the work of the past year, our shortcomings become more evident and it is worthwhile to plan our aims for the coming year. Aims pointed out by individual staff members and by the Librarian include:

1. The extension of cooperative arrangements, particularly with Freshman instructors, whereby more systematic help can be given to students working on term papers. The experience of this year has shown that such help is requested voluntarily only by the best students, emphasizing the need for specific appointments at least on one project during the year. Although most of our instructors express a belief in the value of integration of library instruction with a class assignment, this leaves the initiative up to the instructor to make possible such integration.

2. The establishment of a specific bibliographic form to be followed and required by all instructors on the faculty. Plans now under way in cooperation with the head of the English Department give hope for the achievement of this long-sought aim.

3. Continuation of the work of "cleaning up" the catalog through cooperation of the Reference and Catalog Librarians. This work is the least evident to the public but is certainly basic to the proper functioning of the library. The particular points of attack for next year are the hand-written cards and the reclassification of the 796 classification. This category, covering books on outdoor sports, now includes several hundred books in several sections of shelving from which it is difficult to pick a book on baseball or a title issued by the American Volley Ball Association.

4. Equipment needed. Although visits to other libraries continue to make us all realize anew how adequate are our facilities from the point of view of the physical plant, there are minor but expensive items of equipment which are needed. Probably first of all, one more book truck is needed. Second in importance, is a new record player to replace the old one presented to us by the class of January 1945 and now nearing the worn-out stage. A new classroom model, issued by RCA Victor, playing both 78 r.p.m. and 33 1/3 r.p.m. to which earphones can be attached, would meet our needs and can be purchased for $175.00. Third in priority in the minds of the library staff is a microfilm reader which would in turn make possible the acquisition of the New York Times on microfilm. Finally, it has been pointed out that the sound-proofing of the audio-visual room, beneath the main reading room of the library, is essential to the quiet of that room. The increasing use of the audio-visual room for many different classes has resulted in a number of occasions when sound-proofing seemed essential. I am told that a comparatively small amount of work, around the ventilators in the basement hallway, will greatly reduce the noise. These recommendations are made on the assumption that (1) the 400 book-ends, fifteen-drawer catalog unit and four vertical file units now on order will be received eventually, and (2) the replacement of furniture for the browsing corner of the reading room, recommended for several years, is still needed.

5. In the matter of further staff needs, the Librarian would list the following in order of priority: (1) a Librarian for Lanning school, preferably full-time, with consequent relief of Miss Voss for full-time service at the College; (2) an instructor in Library Science[1]; and (3) an additional cataloger.

Respectfully submitted,

Mary V. Gaver, Librarian

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[1] See Report on Classes in School Librarianship, Summer 1947.

STATE TEACHERS COLLEGE
TRENTON, N. J.

48-116

RECORD OF ADDITIONS AND WITHDRAWALS

BOOK COLLECTION

	Volumes		Titles	
	1946-47	1947-48	1946-47	1947-48
Additions:				
General circulating books	2,119	2,617	1,444	2,153
Reference collection	193	275	174	229
Children's collection	171	78	138	66
Textbook collection (Includes transfers, etc.)	899	57	564	69
Total Additions	3,382	3,027	2,320	2,517
Total Withdrawn or transferred	788	1,214	266	687
Net Additions	2,594	1,813	2,054	1,830
Total on hand	53,907	55,720	41,194	43,024
Number of Books Bound	330	371		
Number of Periodicals Bound	79	130		
Total number of Bound Periodicals	2,510	2,640		
Special material catalogued:				
Films	0	2	0	2
Filmslides	0	3	0	3
Filmstrips	0	14	0	14
Records	60	50	60	47
Total number of records on hand	261	311		

PAMPHLET COLLECTION

On hand at beginning of year	8,021	8,191
Added	780	1,418
Discarded	610	523
On hand at end of year	8,191	9,086

PICTURE COLLECTION

On hand at beginning of year	10,816	11,666
Added	850	367
Discarded	0	131
On hand at end of year	11,666	11,902

Detailed record by classes is kept on file for reference as needed

STATE TEACHERS COLLEGE
TRENTON, N. J.

USE OF THE LIBRARY COLLECTION

BY STUDENTS

		1943-44	1945-46	1947-48
000	General works	627	230	465
100	Philosophy and Psychology	865	1,010	1,377
200	Religion	324	303	546
300	Social Sciences	4,033	4,964	5,757
400	Languages	194	290	275
500	Science	1,616	1,785	2,599
600	Useful Arts	1,793	1,940	2,932
700	Fine Arts	2,689	2,341	2,775
800	Literature	1,760	2,698	3,065
910	Travel	1,368	1,028	1,982
B	Biography	1,107	1,575	1,623
900	History	4,232	3,777	3,654
	Fiction	4,996	4,588	5,652
	Reserved Books	3,447	4,964	7,755
	Periodicals	1,638	1,778	2,576
	Pamphlets and Clippings	1,644	2,266	3,781
	Records	0	364	1,481
	Filmstrips	0	0	9*
	Total Student Use	32,333	35,901	48,295
	Total Faculty Use	3,924	4,201	5,105
	GRAND TOTAL	36,257	40,111	53,400
Interlibrary loans:				
	from other libraries	240	189	397
	to other libraries	5	28	10
Average number of students				
	September to May	528	595	820
Student Circulation				
	September to May	25,539	31,466	41,134
Average per student		47.5	53	50.2

* Included in Total Faculty Use

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N53165R
1948/49

ANNUAL REPORT OF LIBRARIAN

STATE TEACHERS COLLEGE

TRENTON, N.J.
1948-49

The individual reports of library staff members for 1948-49 indicate that each one has contributed to our general aim of teaching our college students to use

> library materials as aids to the achievement of instructional goals, to the solution of student problems, and to the development in students of continuing habits of self-education.[1]

That we have only partially achieved this worthy goal is indication not only that the millenium is still far off but also that our ideals exceed our abilities and facilities.

Special services initiated.- Several new services were tried experimentally during the past year, some with more success than others.

The Faculty Committee on Written Expression and Bibliography, of which two of the library staff were members, realized a long standing aim by issuing to students a model for bibliographical and footnote form to be required hereafter in all written work. Evidence has been abundant in the library that students have appreciated having a standard and are making a genuine effort to follow it. Of course, this will be done only to the extent that faculty members actually continue to require it.

To meet a continuing student demand for Sunday opening, the library staff experimented with opening for two and a half hours on Sunday afternoons from February 1 to April 15, after a study of practice in New Jersey and out-of-state colleges of similar size. This service, provided at considerable sacrifice of staff time, was used by not more than forty students a Sunday, falling to as few as fifteen in good weather. Many liberal arts colleges find it essential to provide this service, but our staff does not feel that the present character of library use at Trenton justifies this invasion of their leisure, although they have agreed to keeping the library open on Sunday between Christmas and Easter. This is one of several cases illustrating the close relationship of the library to the schedule of student studies and the character of student life.

A third service developed extensively this year is in the realm of audio-visual materials. Our collection of pictures, filmstrips and recordings has grown considerably during the past year. We have also built up extensive files of catalogs and guides to films, so that we can help students and faculty to locate and evaluate these materials. We have very much improved the shelving of

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1 B. Lamar Johnson, "The Role of the Library in a Program of General Education," Journal of General Education, 3:65, October 1948.

THE LIBRARY OF THE
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records, providing for both closed and open shelf storage, and we have purchased a highly satisfactory record player equipped with ear phones. The policy of integrated cataloging has been continued; as a result a student studying Sandburg or Tchaikovsky will find poems, both in book and record form, or scores, along with critical material of these artists, in one file. This spring we were enabled to offer eight programs of previews of films on the elementary and secondary levels, through the courtesy of Encyclopedia Britannica Films, Inc. and Coronet. Attendance at these showings varied from five to seventy-five, both students and faculty attending.

The library staff recommends the following additional provisions to meet the needs of the college along these lines: access of all departments to funds for rental of films; centralized facilities for the requisitioning and routing of rented films; and broader provision of classrooms equipped for projection with accompanying provision of projection equipment.

The library has also this year considerably furthered the college's program of service to the community, especially on the state level. Over sixty alumni have regularly made use of the library facilities, borrowing more than 500 books and other materials. In addition, the college made its facilities available through the library to three state meetings. Thirty-five college and university librarians met at the college on March 26, 1949. 550 high school library student assistants and their sponsors came to the campus for an all-day meeting of the New Jersey School Library Council Association. And on June 22-24 the Childrens' Library Section of the N.J.L.A. met on the campus for an Institute attended by about 150 different librarians. In each case, the library staff, as well as other faculty and administrative officers, helped considerably to make these meetings a success.

Status of the library collection.- The extension of library services in these new ways has been made possible partially by the growing richness of our library collection. It is gratifying to be able to record that in the number of volumes in the library and in the number of volumes per student we stand at the 85th percentile of all institutional members of the A.A.C.T.E. That we are at only the 60th percentile in number of current periodicals is a reflection of the problem of building a good magazine list without depleting book funds. On the other hand, our expenditures for books and periodicals per student places us at only the 40th percentile. Another standard, derived from the application of the A.L.A. Classification and Pay Plans (1948 ed.), reveals that our appropriation for books and other materials should be more than twice its present amount. If the entire sum appropriated by the state for books and supplies were allotted to the library, we would have exactly the sum required by this A.L.A. standard!

Significant additions to the library collection have included 22 volumes of the American State Papers, reference sets of the Chronicles of America and the Pageant of America, fifty albums of music transferred from the Music Department to the Library, 283 bound volumes of magazines given to us on an exchange basis by the Lawrenceville School, and a number of individual out-of-print titles secured by search and advertising. The latter group includes such diverse titles as the scholarly Log of the Mayflower by Azel Ames and the child's book Joe Buys Nails by Kurt Wiese, an item of Jerseyana.

Use of the collection.- On the credit side of the ledger, the reference librarian and the circulation librarian cite especially the use by students of a wider variety of types of materials, the continuing sense of satisfaction students get from the use of open shelves, as well as the increasing skill and discrimination evidenced by some upper class students. On the debit side, however, two facts must be mentioned. Our figure for circulation of library materials per student shows a slight decrease in spite of an over-all increase; the per student use of course, therefore, continues at a level considerably lower than that reported for many liberal arts colleges. Further, we continue to experience abuse of our open shelf reserved collection. Although we have experimented with a small closed shelf reserved collection, the staff is not ready to enlarge this restriction.

These problems again emphasize the close relation between the library and the institution it serves. Movements for change being furthered by administration and faculty may alter the situation in time. The overloading of student schedules is bound to be one cause of our low per student use--though not the only one. Further, although our reading rooms provide amply for our student body (providing a seating capacity for almost 25 percent of the student body), it was found during a two-week check that ten percent of the enrollment was the maximum number ever seated in the library at one time and that number on only one or two occasions. The failure of students to use reserved books in the library is a major cause of "runs" at night on specific titles. Moreover, failure of faculty to plan assignments and to notify the library with the foresight necessary to assure availability of sufficient copies is another cause of abuse of the reserved collection. This problem, too, is linked up with lack of sufficient appropriations, which makes it impossible to provide at the same time a wealth of material (single copies of many background books) and duplicate copies of a few titles used virtually as textbooks. The handling of the few cases, where an abuser of our open shelf privileges has been identified, has been complicated by the lack of a student organization set up to handle disciplinary cases; such groups handle this effectively in other colleges and they are, in the opinion of the writer, the most effective means of dealing with the problem.

Improvement in equipment.- The major improvement effected this year was the addition of four units of vertical file for our pamphlet and picture collections, bringing our total to twelve units. The alteration of the shelves for our record collection was a fine woodworking job carried out by Mr. Cameron. The extra book truck now on order should provide us with an adequate number for all contingencies.

Further work needed includes the addition of two more locked cabinets and the uniform finishing of all the cabinets for the "Ask at the desk" material. Purchases which must be considered for the future include: A microfilm reader so that we may add a file of the New York Times and rare titles now being published on microcard; replacement of our charging equipment, though new developments in this field such as the soundscriber may determine replacement by a completely different process; and additional units for the main catalog. These are necessary for adequate development of the library's services, not just desirable, even though the decision to go ahead with their purchase would entail an outlay of $300 to $400 yearly for the next several years.

Professional activities of the staff.- Three staff members are doing classwork, two for graduate credit,--Mr. Packard at Drexel Institute and Miss Gaver at Teachers College, Columbia University. All of the staff have participated in professional activities. Mrs. Ferguson has been a member of the Recruiting Committee of the N.J.L.A. Miss Voss was in charge of exhibit arrangements for a division of the A.L.A. at its Atlantic City meeting. Miss Perry and Miss Hamm have shared in the work of the Catalogers' Section of the N.J.L.A. Miss Gaver has worked in the N.J.L.A. and the N.J.S.L.A. and is at present President of the Library Education Division of the A.L.A. In addition, Miss Perry has been Secretary-Treasurer of the Faculty Association and all staff members have been members of faculty committees and/or sponsors of student organizations. It is a matter of gratification to the staff that they are thus able to function in all ways as instructional members of the faculty, especially when it is found that many colleges have not yet come to this progressive point of view.[2]

Individual reports of the library staff filed in the librarian's office, mention other activities which can only be listed here,--dormitory libraries, interlibrary loans, student assistants, library orientation and instruction, displays, our monthly booklist to faculty, the "What-to-do-in-Trenton" bulletin board, and assignment of new duties to staff members. We hope that this report bears evidence to the reader of a library and library staff fulfilling their function of service to the college as it expands and develops its services. Statistical reports on the growth and use of the library collection are appended.

Respectfully submitted,

Mary V. Gaver, Librarian

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2 Morris A. Gelfand, "The College Librarian in the Academic Community," College and Research Libraries, 10: 129-134, April 1949.

STATE TEACHERS COLLEGE
TRENTON, N.J.

USE OF THE LIBRARY COLLECTION

BY STUDENTS

		1943-44	1947-48	1948-49
000	General works	627	465	465
100	Philosophy and Psychology	865	1,377	1,132
200	Religion	324	546	537
300	Social Sciences	4,033	5,757	6,465
400	Languages	194	275	287
500	Science	1,616	2,599	3,235
600	Useful Arts	1,793	2,932	2,905
700	Fine Arts	2,689	2,775	3,542
800	Literature	1,760	3,065	2,623
910	Travel	1,368	1,982	1,688
B	Biography	1,107	1,623	1,345
900	History	4,232	3,654	3,559
	Fiction	4,996	5,652	4,235
	Reserved Books	3,447	7,755	7,082
	Periodicals	1,638	2,576	3,242
	Pamphlets and Clippings	1,644	3,781	4,955
	Records	0	1,481	1,430
	Filmstrips	0	9	21
	Films	0	0	25
	Total Student Use	32,333	48,295	48,777
	Total Faculty Use	3,924	5,105	5,890
	GRAND TOTAL	36,257	53,400	54,667
Interlibrary loans:				
	from other libraries	240	397	389
	to other libraries	5	10	10
Average number of students*		528	820	912
Student circulation*		25,539	41,134	42,343
Average circulation per student		47.5	50.2	46.4

* Based on September through May only

STATE TEACHERS COLLEGE
TRENTON, N. J.

RECORD OF ADDITIONS AND WITHDRAWALS

BOOK COLLECTION

	Volumes		Titles	
	1946-47	1948-49	1946-47	1948-49
Additions of cataloged books:				
General circulating books	2,119	2,857	1,444	2,264
Reference collection	193	480	174	469
Children's collection	171	183	138	156
Textbook collection	899	2,642	564	1,801
Total Additions	3,382	6,162	2,320	4,690
Total withdrawn or transferred	788	703	266	294
Net additions	2,594	5,459	2,054	4,396
Total on hand	53,907	61,179	41,194	47,420
Additions of cataloged non-book material:				
Films	0	2	0	2
Film strips	0	109	0	109
Records	60	210	60	195
Additions of uncataloged material				
Pamphlets				
Added	780	1,346		
On hand in June	8,191	10,661		
Pictures				
Added	850	1,200		
On hand in June	11,666	13,102		
Number of books bound	330	150		
Number of periodicals bound	79	30		
Number bound periodicals on hand	2,510	2,670		

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ANNUAL REPORT OF LIBRARIAN

STATE TEACHERS COLLEGE
TRENTON, N. J.
1949-50

As the library staff looks back over the work of the past year, it is obvious that each member has contributed to the instructional needs of the college both by special projects and by the regular work assigned to individuals. Miss Voss, and other staff members, assisted Mr. Warner in a book talk project for the Junior Secondary practicum. Mrs. Ferguson has trained and directed the work of an increased staff of student assistants and supervised the work of circulating the largest number of loans we have ever recorded. Mr. Packard has participated actively in the audio-visual program of the college and has reached the half-way mark in reorganizing our periodical collection. Miss Perry has initiated new instruction for upperclassmen in the special curricula and has significantly consolidated the reference work of the library. Finally, Miss Hamm reports a list of eighteen special cataloging or classification jobs brought to completion during the past year. Any faculty member reading these individual reports cannot fail to feel that each member of our library staff has contributed directly to the instructional activities of the college.

A service of which I would like to make special mention this year is the publication of a guide to materials in conservation, Our National Resources (33p.), prepared under Mrs. Ferguson's direction. Initiated several years ago as a library aid for our conservation workshop, the present list represents the third revision, of which 225 copies are now on hand in addition to those set aside for the 1950 workshop members--a further example of the library's service to the instructional needs of the college.

Another thread running through the reports of each library staff member is that of attention to the building up and strengthening of our collection. Significant gifts added to our library this past year include music of the nineteenth century (446 items of bound and sheet music) added by the Roebling family, record albums transferred from the Music Department, $250 given by the classes of 1899 to honor a former Psychology instructor, Lillie A. Williams, a microcard reader presented by the Louisville Courier-Journal, and twenty childrens' books presented by Miss Helen Ferris. The Board of Education of Long Beach, California has designated our library as a depository for their curriculum publications--an action which has already added significantly to our teaching materials. Student organizations, Sigma Tau Chi and Argomothouros Sigma, have continued their gifts through which the library over a period of years has been the recipient of gifts gratifying both in number and in quality. Our thanks should also be recorded to the publishers of textbooks, filmstrips, and young people's encyclopedias whose gifts have benefited the library.

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A step which has been needed for some time to further strengthen our collection is the building up a continuation and serials file. Miss Voss will initiate such a file next year as part of her responsibility as Order Librarian. We should thus be able to follow up more systematically by purchase or request those periodic publications which should form an important basis of our book collection. While our resources for exchange will no doubt continue to be meager, we have made a beginning of cooperation with the United States Book Exchange and hope that through checking their domestic lists we can secure worthwhile additions. The entire staff has helped in identifying and securing additions to the teaching materials needed by student teachers in our different fields of specialization and the library has grown significantly in this respect, although much still needs to be done.

This growing and developing collection is being used by many different groups of people--faculty, undergraduate and graduate students, extension students, nurses, alumni, critic teachers, and through interlibrary loan other library users in the state. Our use for the regular academic year was 52.7 books per student. Loans to thirty-two alumni were recorded, although we know that many more actually used the library without being identified and their loans recorded separately. We are particularly gratified that we are beginning to pay back the many services we have received in the past through interlibrary loan--proof not only that we are receiving more requests but also that our collection is more adequate. We have loaned 454 books to other libraries through the Bureau of Public and School Library Services of the State Department of Education. In turn we have borrowed for use on our campus 367 volumes through the Bureau or directly, including 63 theses for use by our faculty or graduate students and many specialized titles. A Bible in Finnish and modern novels in Greek, as well as radio material from R.C.A. in Princeton, and advanced Geography material from the American Geographic Society in New York City are examples of the resources made available through this cooperation. Further details on the use of our collection are given in Table I.

Another new service reflected indirectly in our circulation figures is the greater number of hours our library is now open. Since February 1950 we have been open 68 hours weekly in contrast to 59 hours weekly prior to that. This change has been made possible by student help on Sunday afternoons and by a change in the basis of scheduling the staff. At times the new hours have found the library very sparsely populated, but the added opportunity to extension students and music students as well to the individual "eager beaver" seems to the Librarian to be worthwhile.

The Freshman orientation program was continued on much the same lines as in previous years, so far as the library is concerned. A new test has been provided through cooperation with the librarians of Barnard, Wells, and Teachers College of Columbia University. Minor changes in scheduling of time and inclusion of lessons on bibliography preparation seemed to be valuable

improvements to the three library staff members involved, who found the work with Dr. Martin and the Freshmen very demanding but rewarding. The difficulties encountered in keeping the library going at the beginning of the year, at the same time that staff members give ten hours of instruction weekly, are considerable but worth-while in the long run. The library staff would like to see better follow-up by Freshman instructors of their lessons, which can of necessity be only introductory in nature. It is greatly desired that department heads find means of bringing this need to the attention of instructors.

The substantial improvements in the physical facilities of the library should also be recorded. Replacement of the drapes in the two smaller reading rooms completes the replacement of the original drapes first put up in 1930. The re-upholstering of our fireside sofa should make this favorite browsing spot useful to students for another twenty years. Purchase of needed fans, lamps, wire book-ends, and other small items of equipment increases the efficiency of our fine plant. The microcard reader secured through Mr. Graham of the Louisville Public Library is still mainly a curiosity, although five book titles and files of two magazines are now available on microcards. The material made available to us through the acquisition of this reader, however, will enrich our collection and especially our reference facilities in the future. The checking of all our large electric fixtures in the three reading rooms by a qualified electrician would relieve the anxiety of both custodial and professional staff aroused by the near calamity of May 6.

Recommendations.- The recommendations for next year are confined to three in number, but the entire staff agrees in urging their realization upon the administration.

A recommendation of utmost importance to the catalog staff which would, at the same time, provide vital help for other staff members is to the effect that the catalog work requires the help of a full-time clerical assistant. The main reason for this request lies in the heavy increase in volume of cataloging, as evidenced by the following figures:

	Money spent for printed Library of Congress cards	Number of blank cards completely typed
1945-6	$135.24	5,000
1946-7	120.13	9,000
1947-8	156.06	7,700
1948-9	213.31	13,300
1949-50	254.74	13,700
1950-51 (prediction)	350.00	15,000

During the past year, the cataloger estimates that 13,520 Library of Congress printed cards have been adapted for use and 13,700 blank cards completely typed--a total of 27,220 cards prepared for use as an index to the library collection. The reason for this increase is shown in the figures given in Table II, especially the items for special material cataloged and number of titles recataloged. The present amount of clerical help in this department consists of the half time of our library clerk and one student typist for

six hours a week, a total of only 21 hours weekly of clerical help! The provision of a full-time clerk would greatly facilitate the work of the cataloger and at the same time provide the full time of our present clerk for help to the Librarian and other members of the staff. It would also enable the cataloger to assume her rightful responsibility with respect to the filing of catalog cards--a job which now takes at least one-third of the time of the reference librarian.

A second need of this department is the provision of an additional unit for the main catalog, which with another year's accessions will have reached its capacity. Remington Rand advises the purchase of a standard walnut unit which would increase card capacity by one-third at a cost of almost $600; although it would not match the present especially designed unit it would blend in style and would sit at the left of the catalog. This piece of equipment should be ordered during the coming year.

The third recommendation of the Librarian for the work of the coming year is that every possible effort be made to secure the increase in our book appropriation which was requested for this year, it being the opinion of the Librarian that an increase of $2,000 is the very least amount needed to maintain our collection. Two new items need to be inserted in our book allotment--an allotment for the graduate work in elementary education and an allotment for the Library Science program. Both these needs have been met "surreptitiously" by using money actually allotted for other purposes--a method which robs both. In addition, the History Department, which makes as much use of the Library as any other single department, has felt hampered in developing its program with the present allotment of $750. While the Librarian concurs in the opinion that this department needs a larger allotment, it must also be pointed out that some other departments are actually more critically hampered in developing an adequate collection than is the History Department. For instance, the amounts at present allotted to the Science, Industrial Arts, and Music departments are completely inadequate to their needs arising from the appointment of new faculty, developments in their curricula, and new emphases in instruction. The requested increase of $2,000 would substantially meet all these needs and bring our total appropriation nearer, though not up to, the standard for four-year colleges.

Respectfully submitted,

Mary V. Gaver
Librarian

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STATE TEACHERS COLLEGE
TRENTON, N.J.

TABLE I. USE OF THE LIBRARY COLLECTION

		BY STUDENTS	
		1948-49	1949-50
000	General works	465	444
100	Philosophy and Psychology	1,132	1,078
200	Religion	537	574
300	Social Sciences	6,465	7,577
400	Languages	287	220
500	Science	3,235	3,877
600	Useful Arts	2,905	3,202
700	Fine Arts	3,542	3,505
800	Literature	2,623	3,178
910	Travel	1,688	2,385
B	Biography	1,345	1,649
900	History	3,559	4,169
	Fiction	4,235	4,552
	Reserved Books	7,082	9,037
	Periodicals	3,242	3,301
	Pamphlets and Clippings	4,955	5,568
	Records	1,430	1,985
	Filmstrips	21	95
	Films	25	12
	Slides	0	102
	Total Student Use	48,777	56,510
	Total Faculty Use	5,890	5,314
	Loans to other libraries	10	454
	GRAND TOTAL	54,677	62,278
Interlibrary loans:			
	from other libraries	389	367
	to other libraries	10	454
Average number of students*		912	950
Student circulation*		42,343	50,093
Average circulation per student*		46.4	52.7

* Based on September through May only

STATE TEACHERS COLLEGE
TRENTON, N.J.

TABLE II. STATUS OF LIBRARY COLLECTION

		Volumes		Titles	
		1948-49	1949-50	1948-49	1949-50
General Book Collection:					
Additions of cataloged books:					
General Circulating Books		2,857	3,015	2,264	2,355
Old Textbooks			245*		244*
Reference Collection		480	716	469	693
Children's Collection		183	210	156	197
Textbook Collection		2,642	265	1,801	230
Total Additions		6,162	4,206	4,690	3,475
Total withdrawn or transferred		703	633	294	122
Net Additions		5,459	3,573	4,396	3,353
Total on hand		61,179	64,752	47,420	50,773
Cataloged Non-Book Material:					
Additions:	Total on hand				
Films	4	2	2	2	2
Filmstrips	161	109	52	109	49
Records	730	210	209	195	194
Filmslides	2	0	2	0	2
Microcards	5	0	5	0	5
Music - Bound	101	0	101	0	101
Music - Sheet	345	0	345	0	345
Uncataloged Material:					
Additions:					
Pamphlets					
Added		1,346	1,455		
Discarded		771	530		
On hand in June		10,661	11,586		
Pictures					
Added		1,200	289		
Discarded			1,725		
On hand in June		13,102	11,666		

Recataloged books for handwritten cards 604 titles or approximately 2,416 cards

* These two figures are included in figure for general circulating books

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LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON, NEW JERSEY

1950-51

THE LIBRARY OF THE

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UNIVERSITY OF ILLINOIS

LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON

1950-51

> The teachers college is a relatively new type of professional school that has achieved a phenomenal development during the past twenty-five years; and ... because the teachers college performs the dual role of developing a student's entire personality while imparting information concerning the technique of teaching, the teachers college library must perform all the functions customarily performed by a college library, and must, in addition, provide various special service.[1]

One of the most important of these special funnctions, in the opinion of our staff, is that of instruction of college students in the use of the library, not only in order that they may be successful in their own college work, but also in order that they may as teachers make adequate and efficient use of school and public libraries. This past year the work of our staff along this line has been one of continuing the plan for such instruction to Freshmen and of developing and expanding instruction at the upper-class level. Group instruction to eleven sections of Freshmen as part of the orientation program consumed 103 hours of staff time during the first term. Sixty-five hours of instruction were given to upper-class groups upon the request of their instructors, with all curricula except Business Education participating in this program at some time during the year. In addition, the book talks given at Lanning by the Junior Secondary class were the result of demonstration, guidance, or direct supervision provided by four different staff members. Finally, a new kind of instructional activity initiated this year has been the thirty to forty hours of individual help extended to Master's students in their thesis work. In succeeding years, however, individual assistance to this extent should not be required because of the development by the Thesis Committee of a manual of suggestions for Master's students. Four different staff members have participated in this instructional program, although all staff members help with individual instruction as they assist students with their work. It is particularly gratifying to record this year the advance in amount of instruction given to upper-class students, although we feel that there is still room for improvement in this respect. To aid in this, we plan for Mrs. Ferguson to be assigned responsibility for developing a program of instruction with the Business Education and Physical Education departments. The test administered to Freshmen this year, the result of cooperative work with the Librarians of Barnard, Wells, and Teachers College (Columbia), has been much more satisfactory than the ones formerly used. Furthermore, we all feel that the work of our Faculty Committee on Written Expression and Bibliography is proving of definite value in establishing standards for work among the students; in particular, we note a real desire on the part of students to conform to standards for correct bibliographical form in their written work.

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1 Eugene P. Watson, "Special Functions of the Teachers College Libraries," College and Research Libraries 12:136, April 1951.

The growth of the library collection is, of course, a matter of continuing concern to the staff, since it is only with a balanced and continuously growing collection, suited to the developing needs of the college curriculum, that the library can adequately serve its purpose. Twenty-nine new titles have been added to the Williams Psychology Collection, bringing it to a total of forty-five titles and leaving a balance of $150 in this fund. It has been a real service to our faculty to have access to such titles as Angyal's Foundations for a Science of Personality and Fromm's Psychoanalysis and Religion, which we would not otherwise have had the resources to buy. If the same or another group of alumni might be interested in adding to this fund by small annual amounts, it would result in a fine addition to the facilities of the college. Our relations with the Trenton Public Library continue to be not only cooperative but of very real benefit to us. Through the intervention of Mr. Howard Hughes, its Librarian, we have received this year eighteen volumes of the Proceedings of the New Jersey Historical Society; with this stimulation we purchased the volumes necessary to provide a file from 1925 to date, so that now our students have access to this "mine" of Jerseyana. The Peter Pauper Press of Mount Vernon, New York presented us with fifty of their publications of standard titles in handsome attractive editions. Publishers of textbooks and filmstrips have, through our own solicitation, added 140 titles to our library. The students of the college, working through Sigma Tau Chi and Argo, have given us thirty-six titles of fiction and drama. Finally, the Class of 1951 gave us a Spencer Delineascope (cost $100) for previewing filmstrips in the library. Although of course a library can not rely upon gifts for the backbone of its collection, it is almost impossible in this era of restricted budgets and rising costs to provide the supplementary materials which enrich a collection without such resources.

Information summarized in Table II gives a picture of the growth of our collection in the nine years between 1942 and 1951. In that period of time, the library has added 25,672 volumes - an average of 2,852 per year. This figure means that within the next three years, if the library grows at the same rate, the capacity of our shelf space will have been reached. Many new types of material are now included in our collection which we lacked in 1942 - filmstrips, records, microcards, bound and sheet music - all of these, luckily, materials which do not occupy shelf space needed for books. Further analysis of this data will be carried out by Miss Hamm during the next six months, in order to provide a basis for better distribution of library funds if our request for an increase is granted.

The work of organizing and cataloging our collection has developed most satisfactorily during this year. Miss Hamm reports that all our backlog of uncataloged material has been cleared up, with the exception of the books in the "O. T." Collection; when this too is cataloged we will probably be unique among college libraries, in having no backlog of uncataloged material, - a state for which Miss Hamm is certainly due great credit. With the acquisition of a new unit for out catalog (now on order) we shall be able to relieve the crowded condition of our present catalog and provide space for growth for a number of years.

Because of the hoped-for increase in our allotment, requested by the Administration for 1952-53, and because of various outside pressures upon libraries in general, it has seemed desirable to the Librarian that we should work

out more carefully than we have until now a statement of our policies and procedures in selecting material for the Library. This we plan to carry out as a cooperative project of the staff for next year, with the help from the faculty which will also be needed. For these same reasons, it is planned to scrutinize more carefully all unsolicited material which comes to the Library and to be more scrupulous in acknowledging on the gift plate the source of such material which we accept.

Reference services of the Library have continued as before, steps have been taken to record more carefully the work that is done in this aspect of the library services, and some new work has been initiated. From December through May, 393 "search" questions have been answered by Miss Perry,[2] certainly a figure indicating considerable assistance to faculty and students. Twenty-two bibliographies have been prepared by different members of the staff, including a number of sizeable projects such as lists of Fiction and Biography prepared for the Freshman History course, an inventory of our filmstrip collection, a list of recordings for elementary school use, a list of our periodical holdings, and the regular Bulletin listing our acquisitions. A new service has been initiated in that a card index of the Proceedings of the New Jersey Historical Society has been started and it is hoped to extend this index to other unindexed material such as the Old South Leaflets and the New Jersey Archives.

The work of the Circulation Department is so continuous and basic to the success of our services that it seems almost redundant to call apecial attention to it. However, a glance at Table I shows an 84% increase from 1942 to 1951 in the amount of work done. The faculty should be greatly satisfied with the evidence of increased use of our library facilities shown by the figures of 48.4 books per student circulated in 1942-43 as compared with 69.7 in 1950-51, as well as by the figures showing increases in certain categories of books - particularly in the Social Sciences, Science, Fine Arts and Useful Arts, and in the circulation of Reserved Books. Non-book materials such as filmstrips, pamphlets and clippings also account for some of the increase but by no means the major portion.

The Library Staff has also been particularly pleased that our library can now be of service to other libraries in the state through interlibrary loans; it is an evidence of the growth of our collection that we have been able to lend to other libraries 796 titles but borrowed only 288, including sixty-six theses borrowed for our faculty and graduate students. Other special groups to whom our library has been of service include our alumni and teachers-in-service who use our library as extension students, as well as a number os special individuals such as members of the NJEA staff, the Department of Education, the Ewing Township School Planning Council, St. Michael's School in Hopewell, the Pennington School for Boys, and numerous administrators of other neighboring schools. The number of alumni using our library recorded by desk assistants was sixty-four; because of the difficulty of keeping this record,

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2 Defined by the American Library Association as questions which take more than fifteen minutes to answer. This includes questions which cannot be answered by reference to a particular reference tool; they may require fifteen minutes to three hours to answer!

sixty-four represents the minimum number and we are sure the alumni actually served is at least double that number. Two dormitories asked for special collections during this year and these were supplied.

The staff has this year as in the past been augmented by student assistants, provided through the work scholarship program of the state. During 1950-51, forty-seven different students have been assigned to the library. The work they have accomplished for the library has been a credit to the training and supervision given them by our professional staff and to their own sense of responsibility and faithfulness to the job. It is only what is due them to say that without their performance of the many mechanical and sub-professional tasks involved in operating our library, the increase in work reflected in the statistical tables could not have been accomplished.

It was with genuine regret that the resignation of Grace M. Angle as library secretary was accepted early in January. On May 1, 1951 we were glad to welcome Mrs. Marcella Benjamin as the new secretary appointed through Civil Service.

During the nine years recorded in our statistics, there has been one additional staff member appointed - Mr. Packard - and Mrs. Heath was replaced upon her retirement by Miss Hamm. I wish I could devise some especially effective way to commend the zeal and professional skill with which each member of our staff has worked this past year - both as an individual working upon each one's special responsibility and also as a member of a team working with each other and with the faculty at their common educational task. All of our staff work many more hours than the weekly assigned schedule and are cooperative in making adjustments of schedule and duties as required by absences for professional duties, illness, or special events in the library. Their interest in campus problems and activities is evidenced in the fact that four of the six professional staff are sorority sponsors, that Miss Hamm was chairman of arrangements for our annual faculty dinner, Miss Voss Secretary-Treasurer of the Faculty Association, Mrs. Ferguson program committee member for the October 1951 meeting of the Faculty Association, and Miss Gaver Chairman of the Professional Problems Committee of the Faculty. Off-campus professional activities of the staff have included Miss Perry's work as Chairman of the NJLA Membership Committee, Mrs. Ferguson's appointment for next year as Vice-President and President-Elect of the College Section of NJLA, and Miss Gaver's work as Chairman of the NJLA Committee on Human Relations and as a member of the special committee appointed by the ALA's Board of Education for Librarianship to revise the standards for library schools. This kind of work is evidence not only of the willingness of the administration to allow the time necessary for such service, but also of the interest of our staff in professional problems beyond the immediate job at hand.

It seems proper to point out in this connection the fact that the time of the Librarian continues to be absorbed to an undue extent in work on the summer program in Library Science. Attention to problems of placement of students, acting as consultant to Dr. Bosshart's Committee on Library Education, planning the curriculum, securing faculty and helping them in preparation of course materials, - such duties not directly concerned with the administration of the Library continue to take close to one-half the time of the Librarian, throughout the regular school year.

This report, which has attempted to draw some comparisons between our library services in 1942 and in 1951, gives evidence of considerable development but it is also hoped that lines for further growth are likewise suggested.

Respectfully submitted,

Mary V. Gaver, Librarian

TABLE I. USE OF THE LIBRARY COLLECTION

	1942-43	1950-51
000 General works	142	917
100 Philosophy and Psychology	382	1,415
200 Religion	224	735
300 Social Sciences	2,393	8,415
400 Languages	157	551
500 Science	951	3,821
600 Useful Arts	916	3,891
700 Fine Arts	1,593	4,203
800 Literature	1,089	3,392
910 Travel	631	2,617
B Biography	575	1,744
900 History	2,900	4,455
Fiction	2,628	4,714
Reserved Books	2,532	8,204
Periodicals	1,363	4,176
Pamphlet and Clippings	873	7,179
Records	0	1,593
Filmstrips and Guides	0	330
Films	0	15
Slides	0	3
GRAND TOTAL	34,926	64,337
Interlibrary loans:		
from other libraries	142	288
to other libraries	0	796
Average number of students	544	837
Student circulation - September through May	26,348*	58,342
Average circulation per student	48.4*	69.7
Number of days open	210**	284
Average circulation per day	166	226.5

* These figures are not abolutely accurate since student and faculty figures were not separated in 1942-43. They are approximately correct.

** Estimate

TABLE II. STATUS OF LIBRARY COLLECTION

	Volumes		Titles	
	1942-43	1950-51	1942-43	1950-51
General Book Collection:				
Additions of cataloged books:				
General Circulating Books	2,235	2,244	1,500	1,988
Reference Collection	146	466	130	452
Children's Collection	85	120	68	108
Textbook Collection	347	299	237	251
Total Additions	2,813	3,129	2,045	2,599
Total withdrawn and transferred	398	260	29	118
Net Additions	2,415	2,869	2,016	2,481
Total on hand	41,949	67,621	28,035	53,254

Cataloged Non-Book Material:

Additions:	Total on hand 1951				
Films	4	0	0	0	0
Filmstrips	588	0	429	0	420
Records	1,055	0	333	0	310
Filmslides	7	0	5	0	5
Microcards	5	0	0	0	0
Music - Bound	104	0	3	0	3
Music - Sheet	345	0	0	0	0

Uncataloged Material:

Additions:		
Pamphlets		
Added	(No record	694
Discarded	kept in	1,367
On hand in June	1942-43)	9,976*
Pictures		
Added	(No record	1,283
Discarded	kept in	70
On hand in June	1942-43)	12,879

* Based on recount

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LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON, NEW JERSEY

1951-52

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LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON

1951-52

It can be truthfully said that the chief aim of the Library Staff of New Jersey State Teachers College at Trenton is to make the facilities of the college library serve the instructional needs of the college. It is equally true however that we frequently feel that we are struggling to accomplish this aim in spite of the indifference or non-comprehension of many faculty members. A recent text by a group of library experts was published to remedy this difficulty, common in other college faculties, and might well be recommended reading for some of our own colleagues.[1] Although all of the examples of good practice are taken from a small group of liberal arts colleges, the suggestions include many pertinent to problems in a teachers college library.

So far as the use of the library's facilities are concerned, there is a drop this year in the number of books used per student, although the total figures remain about the same. Compared with ten years ago, we still show a comfortable margin of improvement, although the drop compared with last year is disquieting. We continue to lend freely to libraries of the state through the New Jersey Bureau of Public and School Services and our alumni, especially those in the Mercer County area, make considerable use of our facilities for their own teaching.

The group instruction carried out by the Library Staff is centered in the work of the Reference Librarian, although Mrs. Ferguson and Miss Gaver also share considerably in this work. Miss Perry's report has been distributed to all department heads in order to bring her specific recommendations to their attention. These include especially the need for help from the faculty to make our Freshman instruction more purposeful to the students and the need for filling the gap left by several departments which do not give the Library Staff an opportunity for group instruction to their students. In addition, Miss Perry reports 603 "search" questions answered, 20 sizeable bibliographies prepared, and the completion of a card index of the New Jersey Historical Society Proceedings.

The Library Staff has continued its joint work on the development of the library collections. Miss Hamm reports all the accumulated backlog of catalog work caught up to date and many special projects carried out. Gifts include 12 titles added to the Lillie Williams Collection, 233 textbooks donated by publishers, 29 titles added by Sigma Tau Chi, 17 titles added by the Trenton District of the Women's Society of Christian Service of the Methodist Church, and a 3-speed microgroove record player given by the Senior Class as their class gift to the college. The deposit of a large collection of music by the

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[1] Louis R. Wilson, The Library in College Instruction. New York, H. W. Wilson, 1951.

Music Department of the New Jersey Education Association and its servicing by our staff has raised many problems which are at present only partially solved.

The Faculty Committee on the Library has given its attention almost entirely to the question of allocation of book funds. With the anticipation of an increase by $1000.00 in the State's book appropriation for 1952-53, this committee plans to recommend reapportionment for the following year on the basis of recommendations by department heads. The Librarian's observation of practice in other colleges confirms her in the recommendation that this fund should be separated from supplies and based upon a per pupil allotment. A comparison of our per student allotment will, I think, show that Trenton State Teachers College is no higher than the median, if that high.[2]

The Library Staff has participated in both on-campus faculty committees and off-campus professional activities. Mrs. Ferguson, Miss Hamm, and Miss Voss have worked with the Faculty Association in varying capacities and have also been sponsors of sororities. Mrs. Ferguson is an officer of the College Section of the New Jersey Library Association and Miss Perry is Hospitality Chairman of the same association. Miss Gaver took part in a joint evaluation of the Brockport (New York) State Teachers College by AACTE and Middle States; she has also concluded eight years as Secretary of the New Jersey School Library Association and is presently working with a special committee developing plans for the future of the Conference of Eastern College Librarians. Work is also being continued with a small group of college librarians to develop an adequate test for use with college Freshmen. All these activities contribute to the community services of the college and to the background for their work of individual staff members; at the same time we appreciate the freedom allowed by the college administration for such participation.

Each staff member has made numerous recommendations for the new year in their individual reports. Many of these are embodied in the memorandum on repairs and equipment already submitted to the administration. Others will be carried out within the Library Staff in its work next year.

One particular recommendation needs state action for realization. We continue to find the limitations of work scholarships hampering to our program, in spite of the generosity of the administration in allowing us a total of 47 student assistants this year. Of this number only 38 "stuck." Many of these 38 were dependable and intelligent, so much so that 15 had worked almost their entire time by the end of the third quarter. We very much need a means of paying at least part of our student staff more than $100.00. Not only do the best work of their time before the end of the year, but we always lose a number to the jobs at the Inn for the reason that they can earn more there.

The second recommendation needs help from the Alumni Association. The $250.00 provided by a group of Alumni for the Lillie A. Williams Collection has been of real help in building up our material in psychology, since it has enabled us to add the peripheral book, the expensive book, or the book important in the field but of interest only to faculty. This fund is now

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[2]A report of such a study by Moran and Tolman will appear in the New York Times about July 1, 1952.

almost exhausted. It is our recommendation that the Alumni Association appoint a special committee to secure further contributions to this fund. Such activities are generously carried out by other alumni groups; it would be too bad for this good beginning to "die a-borning" and it will do so unless fostered by the Alumni Association.

The third and final recommendation relates to the preparation of additional space in the library basement for the expansion of our stack capacity. The staff and the Librarian have studied the problem during the past year and we recommend use of the large room under the Horace Mann Room for stack and carrel space for the periodical collection. To carry this out the following provisions will be necessary:

1) Knocking as wide an entry as possible between the present stacks and this room
2) Closing the door at the back
3) Provision of adequate fluorescent lighting with one master switch
4) Checking of windows for adequate ventilation
5) Provision of 4 double-faced carrels and chairs
6) Provision of metal stacks (10 double-faced stacks 24' long)
   One dealer has estimated that (5) and (6) can be installed now for about $5000.00 and that the space is sufficient for a capacity of 20,000 volumes.
7) Little needs to be done to the floor or walls other than cleaning and painting.

If this provision can be made, it should be adequate for our periodical collection for many years, leaving the mezzanine of the stacks for expansion of the general circulating collection. We do also need on the main floor of the stacks provision of wire caging for 8 bays of stacks so that expensive and rare books can be locked up but accessible.

It is therefore recommended that request for a sufficient sum to carry out these suggested improvements be included in the next budget request.

Respectfully submitted,

Mary V. Gaver, Librarian

TABLE I. USE OF THE LIBRARY COLLECTION

	1942-43	1950-51	1951-52
000 General works	142	917	742
100 Philosophy and Psychology	382	1,415	1,764
200 Religion	224	735	1,007
300 Social Sciences	2,393	8,415	8,165
400 Languages	157	551	496
500 Science	951	3,821	4,031
600 Useful Arts	916	3,891	3,977
700 Fine Arts	1,593	4,203	4,442
800 Literature	1,089	3,392	3,952
910 Travel	631	2,617	2,389
B Biography	575	1,744	1,286
900 History	2,900	4,455	4,197
Fiction	2,628	4,714	5,049
Reserved Books	2,532	8,204	7,819
Periodicals	1,363	4,176	4,302
Pamphlet and Clippings	873	7,179	6,306
Records	0	1,593	3,052
Filmstrips and Guides	0	330	1,074
Films	0	15	36
Slides	0	3	83
GRAND TOTAL	34,926	64,337	64,269
Interlibrary Loans:			
from other libraries	142	288	272*
to other libraries	0	796	827
Average number of students	544	837	854
Student circulation - September through May	26,348**	58,342	52,301
Average circulation per student	48.4**	69.7	61.2
Number of days open	210***	284	277
Average circulation per day	166	226.5	286.77

* Of these, 67 were theses

** These figures are not absolutely accurate since student and faculty figures were not separated in 1942-43. They are approximately correct.

*** Estimate

TALBE II. STATUS OF LIBRARY COLLECTION

	VOLUMES			TITLES		
	1952	Withdrawn or Transferred	Total	1952	Withdrawn or Transferred	Total
General Circulating Collection	1,544	136	47,454	1,326	105	32,946
Reference Collection	346	15	5,149	309	15	4,876
Children's Collection	111	5	4,077	91	5	3,071
Textbook Collection	223	2	6,158	130	2	4,765
Williams Psychology Collection	15		41	14		40
Faculty Author Collection	7		143	7		138
Old Textbook Collection	20		317	18		307
Foreign Language Collection						
French			247			170
German			223			124
Italian			12			12
Spanish			96			69
Russian			1			1
Bound Periodicals	187		3,079	128		3,052
TOTAL BOOK STOCK	2,453	158	66,997	2,023	127	49,571
Special Cataloged Material						
Films	1		5	1		5
Filmslides	1		39	1		13
Filmstrips	19	1	633	17	1	631
Albums	66		410	61		404
Records	195		1,250	194		1,249
Micro-cards (Books only)	8		13	8		13
Music (Bound)			104			104
Music (Sheet)			345			345
Uncataloged Material						
Pamphlets	1,220	393	10,804			
Pictures	1,071	5	13,945			

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LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON, NEW JERSEY

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LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON

1952-53

As has become customary during the past few years, this report is a composite of the individual reports submitted by each staff member. These are filed in the Librarian's office; last year the Reference Librarian's report was reproduced for distribution to the faculty, whereas this year only the report on the Library of the Music Division of the New Jersey Education Association, administered by us, has been separately distributed.

The year 1952-53 has undoubtedly been a difficult year for the staff of the Library. It started with the absence of the Librarian from September 15 to February 2, necessitating the parceling out of at least some of her duties to various members of the staff. The work of instruction to the Freshman class, a particularly heavy assignment in the fall, was very capably carried by Mrs. Ferguson and Miss Perry, instead of by three librarians together. The year has continued with other special problems such as the evaluation of the College, including of course the Library, by the A. A. C. T. E.; preparation for this was completed under the direction of Mrs. Ferguson. Throughout the entire year the day-to-day operation of the Library has been unusually heavy as the trend of increasing circulation of library materials has continued.

In this connection, attention is called to Table I appended to this report citing the circulation figures for the current year and contrasting these with the situation ten years ago. It is startling to realize that the use of the Library, so far as it can be measured by circulation figures, has more than doubled during this ten year period. Five types of loans - records, films, filmstrips, slides, and inter-library loans - represented in the report for 1952-53 were completely absent from the report for 1942-43. These altogether, however, account for only 4675 items of the total figure - less than 7 percent. There has actually been a large increase in all categories of materials lent by the Library, the largest single increase being in the pamphlets and clippings; the classes of books on philosophy and psychology, social sciences, science, useful arts, fine arts, and travel also show heavy increases. It is particularly gratifying to note that our per student circulation now compares favorably with that of many liberal arts colleges. Our staff, however, would rightly question the quality of some of the reading represented by these figures, since many students preparing for the practicum or practice teaching experience take out large piles of material which can only be scanned or used very superficially, in their frantic effort to prepare themselves for this unfamiliar experience.

The Reference Librarian in her report calls particular attention to problems of instruction in the use of the library. The principle on which we have operated during these past ten years has been based on a belief that "ability to locate needed information and to use organized libraries effectively is one of the marks of the educated man"[1] and particularly important to the professional development of student teachers. We have therefore felt that it was a

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[1]Paraphrased from a speech by Dr. Lowell Martin.

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proper, indeed a necessary, function of a teachers college library staff to participate as much as possible in teaching students the skillful use of libraries and library material and a considerable portion of staff time is devoted to this work. As indicated however in the special report sent to all faculty members in June 1952 by the Reference Librarian, we continue to be troubled with problems arising from this activity. The value to the student depends to a large extent on his immediate need for using materials introduced in his class assignments; the library staff can only realize on this value to the extent that instructors make possible their participation in the preparation of students for special assignments such as term papers and other sizeable reports. Although some instructors do this, many do not and we would welcome greater opportunities in this respect. Both Mrs. Ferguson and Miss Perry report, furthermore, that it is primarily the better students who have the initiative to come to them and ask for help. Although this is undoubtedly a very important part of the work of these staff members, it is regrettable that the very students who need help most, frequently fail to seek it out. The Library staff would also welcome greater opportunity to help in this respect if instructors would assist by assigning students to secure help from them.

The Reference Librarian reports 631 "search questions" handled during the past academic year; these are questions requiring extended search in reference books and elsewhere and represent about the same amount of this kind of work as was reported for 1951-52. Twelve extensive bibliographies have been compiled for individual faculty members and six special bibliographies prepared by the Reference or Catalog Librarian for general distribution, in addition to the monthly lists of new books. The special index to New Jersey material has been continued and expanded and Miss Perry reports that it is apparently filling a real need.

During the past ten years the library collection has shown a healthy growth, although not a doubling as in the use of the collection. In over-all size, the collection is now about 35 percent greater than it was in 1942; in number of different titles, however, it is almost 50 percent greater.[2] This is the result of definite policy on the part of the Library staff and the faculty in discarding "dead wood" and in purchasing new materials and we hope it indicates greater usefulness of the collection. The net growth of the book collection during the past year is 2027 volumes. New categories of materials are represented in Table II on the size of the collection as in Table I. It should also be pointed out that the addition of these types of teaching materials such as filmstrips, recordings, and this year slides, has in each case necessitated an adaptation on the part of our staff to new methods of cataloging of new techniques and equipment for circulating them. We have followed the policy that all such materials should be integrated into our general library collection and not set up as separate collections.

As in the past years, gifts have been made to our library which contribute to the usefulness of the collection. A total of 261 books were given to the library, of which 209 were textbooks solicited by our staff from the publishers. A worthwhile, though small, collection was presented by the Women's Society of Christian Service of the Trenton District of the Methodist Church and two student groups - Argomothouros and Sigma Tau Chi - have continued their gifts established some years ago. Only one title was added this year to the Lillie

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[2]Number of titles:- 1942- 28,035; 1952- 51,383. Number of volumes:- 1942- 41,949; 1952- 69,024

Williams Collection of Psychology but a useful balance remains in that fund and a number of books are now on order. A new gift collection has just been inaugurated by a group of Atlantic City Alumni to honor Anna P. Shoemaker; it has been decided to use the initial gift of $100.00 for the addition of distinguished books for children. The Williams fund has been so useful in adding titles which we could not otherwise have afforded that it is hoped that other groups of alumni will be encouraged to add gifts of money to these same funds. In order to stimulate interest in our gift collections, a notebook has been started which will be kept at the main library desk and will list our four most important gift collections with the titles purchased by these funds. The Library staff feels that such collections should not be separately shelved, since they receive the best use through being shelved directly with books on like subjects; the notebook may help to overcome the drawback of not being able to point to the gift collections as a whole.

The money appropriated by the state for 1953-54 for books, periodicals, etc. constitutes about $7.50 per student for these purposes. While not as high as the standard recommended by the American Library Association, it is roughly a median appropriation. As a matter of fact, the appropriations for New York State teachers colleges are budgeted on the basis of $7.50 per student for this purpose. The Library Faculty Committee made a special study during 1952 on the basis of which the departmental funds for books were allocated for 1953-54. It is therefore hoped that at least this minimum standard may be maintained, unless new curricula or other responsibilities are assumed by the library.

A number of miscellaneous activities and acquisitions should be recorded before closing this report. The purchase of an adding machine and the decision to rent a Gaylord charging machine have constituted valuable additions to our library equipment. The sponsoring of a radio program over WTTM by the College Library from August through October 1952 was made possible by the loan of transcriptions of Gilbert Highet's Talks on Books by the Oxford University Press. The Library staff also sponsored the showing of the Grolier Society's "Magic Carpet on Wheels", a display of materials celebrating the history of writing and printing. As celebration of Book Week, an exhibit of new books for children by a commercial exhibitor and the giving of a talk on children's books by Mrs. Jane Hobson of the State Library Division were also arranged for by the Library Staff.

In spite of an unusually heavy year, the staff has been able to participate in a variety of professional activities. Mr. Packard acted as Librarian for the Health Workshop during June and was awarded the Master's degree in Librarianship by Drexel on June 13, 1953. Mrs. Ferguson, in addition to serving as Acting Librarian for the first term, found time to be President of the College Section of N. J. L. A., the Princeton Business and Professional Women's Club, and Faculty Association. Miss Gaver is Chairman of the Library Development Committee of N. J. L. A. Nearly all of the staff have attended meetings of the American Library Association, the N. J. L. A., and other professional groups in which they were interested.

The Librarian wishes to express to the Administration and to the staff her appreciation for the help each one gave to enable her to accept appointment from September 1952 through January 1953 as a Leader-Specialist in the Educational Exchange Service of the U. S. Department of State, with appointment to Tehran, Iran during that time. The acceptance by Miss Ethel Fair of the appointment as Acting Head of the Department of Library Science, with additional duties to assist the library staff, made possible this leave of absence.

RECOMMENDATIONS

Reference to last year's report reveals that of the three recommendations made at that time, one has been furthered appreciably and two have made no apparent progress. These two remain our main recommendations for 1953-54, although the staff has also made many suggestions for improvements which can and will be worked out among ourselves.

Earlier in this report gratifying action on our gift collections was recorded. Continuing support by the administration and the alumni association in furthering these projects will mean greater enrichment of our library's materials for both students and faculty.

Of major importance to the improvement of our service is the development of more satisfactory arrangements for the work scholarship program by which student help is provided for the library. The limitations noted last year continued and, if anything, grew worse, during this year. We need some means by which at least the best of our student assistants can earn more than $100.00, preferably by working more hours in the school year than at present. If this could be worked out we would be able to hold the good workers who are ambitious to earn more money and both they and the library services would profit.

The second major recommendation is that sufficient money be included in the budget to make possible the new stack installation and expansion of the library into one more room of the basement. Since this was spelled out in detail in last year's report, it will not be repeated here. I am told that steel stacks actually cost less than two years ago. It is therefore urgently recommended that steps be taken to realize this much needed improvement of our physical facilities.

Respectfully submitted,

Mary V. Gaver, Librarian

TABLE I. USE OF THE LIBRARY COLLECTION

	1942-43	1951-52	1952-53
000 General works	142	742	775
100 Philosophy and Psychology	382	1,764	1,651
200 Religion	224	1,007	670
300 Social Sciences	2,393	8,165	8,483
400 Languages	157	496	479
500 Science	951	4,031	4,526
600 Useful Arts	916	3,977	4,222
700 Fine Arts	1,593	4,442	5,123
800 Literature	1,089	3,952	3,391
910 Travel	631	2,389	3,132
B Biography	575	1,286	1,717
900 History	2,900	4,197	4,758
Fiction	2,628	5,049	5,242
Reserved Books	2,532	7,819	7,917
Periodicals	1,363	4,302	5,641
Pamphlet and Clippings	873	3,306	7,704
Records	0	3,052	2,878
Filmstrips and Guides	0	1,074	1,443
Films	0	36	66
Slides	0	83	56
Inter-library loans to other libraries	0	0	232
GRAND TOTAL	34,926	64,269	70,106
Interlibrary Loans:			
from other libraries	142	272	265*
to other libraries	0	796	232
Average number of students	544**	854	854
Student circulation - September through May	26,348	52,301	63,335
Average circulation per student	48.4	61.2	74.3
Average circulation per day	166	286.77	288.8

* Of these 17 were theses in 1952-53; 67 in 1951-52.

** No absolutely accurate figures in 1942-43 for students separately

TABLE II. STATUS OF LIBRARY COLLECTION

	VOLUMES			TITLES		
	1952	1953	Total on hand after withdrawals	1952	1953	Total on hand after withdrawals
Circulating Collection	1,544	1,700	48,921	1,326	1,374	34,228
Reference Collection	346	198	5,346	309	185	5,061
Children's Collection	111	151	4,197	91	144	3,190
Textbook Collection	223	109	6,259	130	101	4,858
Williams Psychology Collection	15	5	46	14	4	44
Faculty Author Collection	7	8	151	7	8	146
Old Textbook Collection	20	3	320	18	3	310
Foreign Language Collection						
French		4	251		4	174
German		2	225		2	126
Italian			12			12
Spanish		3	99		3	72
Russian			1			1
Bound Periodicals	187	117	3,196	128	108	3,160
TOTAL BOOK STOCK	2,453	2,300	69,024	2,023	1,936	51,382
Special Cataloged Material						
Films	1		5	1		5
*Filmslides		434	434		434	434
Filmstrips	19	128	759	17	122	751
Albums	66	110	518	61	90	492
Records	195	280	1,528	194	235	1,482
Micro-cards (Books only)	8		13	8		13
Music (Bound)		17	121		17	121
Music (Sheet)			345			345

Uncataloged Material

	1953	Withdrawn	Total	Grand Total
Pamphlets	2,316	326	1,990	12,794
Pictures	420		13,945	14,365
Posters	69		(approx.)	233

* Previous filmslides were recataloged and counted altogether for this year.

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1953/54

LIBRARY REPORT

STATE TEACHERS COLLEGE AT TRENTON

1953-54

This report will present a brief summary of the work of the past twelve years, since a new administrator will be in charge of the library in the next academic year; it will also present some recommendations for the coming years, so that the new administrator may have a record of the thinking of the current staff and Librarian. Even if these recommendations are not followed, in general or in detail, they have value as expressing the aims of the current personnel. Individual reports from staff members are on file and are commended to the new Librarian for his careful perusal and evaluation.

Library services.- The main aim of the staff and Librarian during this period has been to make the library serve the instructional needs of the faculty and students and to develop a degree of skill in the use of libraries on the part of the future teachers who are our students.

Possibly the most dramatic evidence of this aim has been the "opening of the stacks" to free use by students. Whole-hearted acceptance of this privilege may be observed any day in the library as students now browse in the stacks and make their own selection from the wealth of material provided there. The physical differences which this policy has meant are listed in detail in Miss Perry's report. Access to the shelves has now become one of the accepted and expected educational services of the college. In the opinion of the present Librarian, however, the striking of a proper balance between privilege and license, in the use of the stacks by students, is the most serious problem facing the new Librarian, and the one most difficult of solution. That misuse of this privilege by some Trenton students is not a problem of this institution alone is borne out by recent reports of Senator Hendrickson's inquiry to 3500 New Jersey high school and college students. The size of the problem for us may be checked by an examination of the number of replacements included in this summer's book orders. The Library Staff can not do much on this problem by itself, although it is my opinion that one contributing factor - a physical provision - is the insistence that the back door to the basement must be open from the inside. A review of this policy appears highly desirable; the whole question of improvement of student attitudes is an extremely important one for the administration of the library, and for the faculty as a whole.

A second means by which library services have been made more accessible to students has been through the increase in number of hours open. In the past twelve years, this figure has grown from 58 to 68 hours per week. The opening of the library on Sunday afternoons has appeared to be especially appreciated by students and continuation of services during both supper hours on Mondays through Thursdays has been useful to extension students and alumni.

The most important service of the library as an instructional unit of the college, however, has been instruction by the library staff in the use of the library and reference tools, at three levels - Freshman, upperclass, and graduate. Previous to 1942, instruction was given at the Freshman level, about twelve class hours of instruction is now given primarily

through the Orientation course. Some changes have been made each year in a continuous effort by the library staff and the coordinator of the course to achieve maximum success in this work. Most recently, the use of film, Keys to the Library, in place of the traditional tour proved a satisfactory innovation. For the period of twelve years, a diagnostic test on the use of library facilities, improved and refined each year, has been given during the first week and repeated at the end of the term; it has also been valuable, especially as a means of motivation. The range of scores on this test by our students compares favorably with the scores of Freshmen in other colleges, but in general the median score of our students in January, after 12 class hours of instruction, is about equivalent to the median score made by students at liberal arts colleges before college instruction. The instruction therefore appears to be an essential for our students, as well as a time-saver in the long run for our staff. At the upper-class level, instruction scheduled at the initiative of faculty, has increased tremendously in effectiveness and in amount. Miss Gaver, Mrs. Ferguson, and Miss Perry have all shared in this work, although the major burden has been carried by Miss Perry by virtue of her assignment as reference librarian; she reports 36 class hours of such instruction given by her in 1953-54. The library staff continues to be dissatisfied however with the degree of integration with classroom instruction which we are able to achieve at both levels. Specifically, only the elementary and kindergarten-primary curricula have asked for this instruction to any appreciable extent, although appointments have also been made for the music, physical education, and secondary curricula, and for the geography department. In the Freshman year, the library instruction is scheduled for all groups, but the machinery of the Orientation course has made it very difficult to fit the Freshman instruction to class assignments. This problem of integration is a fairly perennial one, to which the joint attention of all faculty members must be directed.

At the graduate level, instruction is given by the Librarian in a required course covering bibliographical form and the use of library tools needed for student success in our graduate courses. It is recommended that this course be continued and scheduled as a regular assignment of the Librarian for every other term, as for instance, Fall 1953, Summer 1954, Spring 1955.

In connection with this whole problem, the establishment of a standard bibliographical form by the faculty's Committee on Written Expression has proved a valuable adjunct to the whole instructional program. It is formally recorded as part of our Manual of Suggestions for Writing of Masters' Theses (rev. June 1952), pages from which are regularly distributed to underclass students. The form itself could be improved and the degree to which it is required by individual faculty members varies, but the existence of a standard form has been a boon to many students and to the library staff.

A fourth means of achieving our aim of service to the instructional program of the college has been through various miscellaneous services, for faculty members and students. Miss Hamm issues about eight times a year a list of the current accessions, one of which should continue to be the supplementary filmstrip list. When her work of re-classifying the record collection (to be begun this summer) is completed, an over-all list of records should also probably be issued for faculty use. Mrs. Ferguson scans the incoming magazines and sends notices to faculty according to

their known interests. Mr. Packard reports increased use made in 1953-54 of our service of routing periodicals to faculty. Forty-two faculty members used this service during 1953-54 as compared with 29 in 1952-53; 208 titles were routed in 1953-54 as against 175 in 1952-53. Mrs. Ferguson also reports heavy use of our new scheduling service for the preview of films and filmstrips. 192 films were borrowed by her from 31 different sources, our membership in EFLA being particularly valuable in this connection. It should be noted that many of these films were used by student teachers in their practice teaching. Inter-library loans for 1953-54 (from other libraries) totalled 269 as against 142 in 1942-43. This figure appears to fluctuate considerably each year but has changed in the character of titles borrowed, as our collection has in general become more adequate. A highly specialized type of service is also rendered by the library to the Music Department of the New Jersey Education Association, through our housing, cataloging, and distribution of the choral and orchestral music belonging to them. A report by Miss Voss on this work is separately filed for Dr. West's information. Finally, mention should be made of the specialized service represented by the 570 "search" questions and the eleven sizeable bibliographies reported as work accomplished by Miss Perry.

All these services meet a real need on the part of faculty and student body and represent innovations or changes since the academic year 1942-43. They have been made possible by the use of staff time for professional duties rather than for an undue proportion of such chores as shelving and page work. An obvious result has been the very gratifying increase in circulation of materials, from 48.4 per student and a total of 34,926 in 1942-43 to 69.3 per student and a total of 67,456 in 1953-54. A detailed report on faculty and student use of the library is given in Table I; especial attention is called to the column giving estimates of amount of increase, for certain classes.

Library materials.- The size of the library collection has grown from 28,035 titles and 41,949 volumes in 1942-43 to a total of 53,561 titles and 71,828 volumes in 1953-54. The nature as well as the size of the collection has changed radically in that period of time. Such new types of materials as microcards, filmstrips, slides, recordings, and tapes have been assimilated in our collection, which has meant working out procedures for circulating, cataloging, and classifying them as an integral part of the collection. During this period a rigorous policy of "weeding" has also been carried out, so that the collection now represents much less duplication of titles than it did at one time. It has been the aim of the Librarian to build the collection on principles of cooperation among the faculty and careful and periodic checking against selected lists in special fields to as great an extent as possible, and the collection is now much more adequate in the special fields represented by our curriculum. However, the most valuable single books in our collection probably still are, as was true in 1942, our copies of Smith's Nova Caesarea and volume I of the Great Soviet Atlas of the World. A detailed record of the library's holdings is given in Table II.

The college administration has ably supported our periodic requests for increases in the library's book budget, but it must be pointed out to the financial authorities that the increases received have not even kept up with the rise in cost of library materials; witness the fact that we added fewer volumes in 1953-54 than in 1942-43. When we subtract the records, filmstrips, and other new types of materials now purchased from library funds, it is evident that we have been able to add to the book collection at a much slower rate in recent years than in 1942-43. Furthermore, the library allotment of $8000 for 1954-55, even though it represents a $2000 increase in

two years, does not yet even come close to meeting ALA standards for a college of our enrollment, nor does it match the book funds of our sister institution, New Jersey College for Women. It is therefore recommended that the new Librarian continue to work for improvement in this matter.

Finally, it should be pointed out that, although our funds are still not over-generous, it was decided in 1952-53 that we could delay no longer adding cautiously to our periodical list. The number of magazines to which we subscribe is still not much above the median for members of AACTE, but about 15 to 20 new titles have been added in the past two years, as recommended by faculty and staff members. Further additions should probably be continued, although attention will also need to be given to the addition of pertinent indexes to serve the new periodical titles.

Work was begun by the staff during the past year on provision of better housing and cataloging for our college archives. An archivist, employed on a short-term basis, developed a bibliography of this material which is now shelved in the locked cases in the basement. A still incomplete attempt was made to list the subjects and locations of the archival portraits, photographs, etc. hung at various spots on the college campus. And a tentative beginning has been made on the job of "begging" manuscripts and other materials from alumni. An unexpected gift came in the form of a Diary kept by Mrs. Mary Jane Sergeant Larison during the first year the college was open - 1855-1856 - and at least a few letters have been secured through Miss Jarrold in the course of her work on the College's history. In connection with this work, it had been my intention to develop our small gift funds further through the help of the Alumni Association and perhaps the establishment of a Friends of the Library group, - a means which has proved very fruitful in other colleges. This whole area of activity is commended to the attention of the new Librarian and will of course be very appropriate during the coming Centennial of the College in 1955-56.

Physical facilities.- With our very superior physical facilities, no major expenditure in this respect has been necessary since the Library was built in 1930; during the past twelve years however a number of minor additions and improvements have been made. The campus carpenter has built three cases for our growing record collection and rebuilt the shelves in the magazine section. During 1953-54, an inclosure for our "Ask at the desk" collection was also built. This section had "just grown, like Topsy", until the crude lockers we had used were no longer satisfactory. The door and metal wiring now inclosing the two end bays of shelves in the basement should be adequate for a number of years to shelve the books now kept there, specifically: the college archives, outsize folios, rare or very expensive books, and the very occasional title such as the Kinsey books which are lent without restriction but which have to be protected from theft.

During these twelve years a considerable amount of equipment has been acquired by gift, purchase, or rent. By gift we have received the microcard reader, the statue of Nike and the picture "The Calmady Children", our Spencer Delineascope, and one record player. We now rent the Gaylord Charging machine. By purchase we have added two catalog cabinets, one filmstrip file, one record player, one blueprint file (for our poster-map collection), and four additional units for our vertical file. The drapes in the reading rooms have been completely replaced, the sofa by the fireplace re-upholstered, and the lighting in the workroom replaced by fluorescent fixtures. All this represents no mean achievement for our Business Manager and his staff, when

one considers the limited funds available! Purchases recommended by the staff for the next few years include an additional filmstrip file, major attention to our record-playing equipment, a "mail drop" for the return of books when the library is closed, and replacement of the ancient mimeograph machine in the workroom.

It is also the opinion of the present staff that, within a very short time, a major expenditure will have to be made to provide more shelving for our collection which has now reached the limit planned for it by the architects. Makeshift arrangements have already been required in several "trouble spots." To this end, a request for $5000 for capital outlay has been submitted to the President. Several years ago the present staff considered this problem and it was decided that the best place to expand is in the basement under the Horace Mann Room, where we were advised that shelving for 40,000 volumes could be placed, plus several carrels for individual study. It is still the opinion of the present librarian that this (or a modification of it) is the best decision and that the magazine collection should be shelved there, leaving the mezzanine for the expansion of the general non-fiction collection. For the record, however, it should be stated that at least one member of the staff now feels that all curricular materials - children's books, textbooks, courses of study, filmstrips, pictures, slides, etc., etc. - should be centralized in this new room and the physical provisions adjusted accordingly. Since this would require at least one additional staff member and would not provide as adequately for shelving needs, I would vote for the first decision, in spite of the considerable merit of this alternate proposal. It will be interesting to observe how someone else works out this problem, which will involve several difficult decisions. Since informal agreements as to disposition of space in the basement have been made with Dr. Botts and Mr. Poliacik, the new Librarian will wish to reconsider these when the money is actually appropriated. In allocating this space, first consideration ought to go to the needs of the library.

Library staff.- The College and the Librarian have been very lucky that during the past twelve years we have been blessed with so stable and so capable a staff. Two additional staff members have been employe during this period (one clerical and one professional) and one person retired and was replaced. No other changes have occurred, a happy state probably due to the excellent salary schedule which was developed by the State Board of Education for the teachers college faculties. It is also a matter of real pride that our library staff members are not only treated as the equal of the faculty, but are in fact members of the faculty. This principle of the instructional status of professional librarians in colleges has now been unequivocally endorsed by the President of the American Library Association and stated as a policy by the New Jersey Commissioner of Education; it is urgently recommended that the present New Jersey Board of Education not allow any retreat from this position.

During the past twelve years, three members of the staff have earned professional degrees in library service - Mr. Packard and Mrs. Ferguson at Drexel Institute and Miss Voss at Columbia University. The Librarian has tried in every way to encourage the attendance of the staff at professional meetings and their participation in faculty and professional activities. Hardly any department in the college carries out these aims, I believe, to a greater degree, as is obvious from the state committees on which Miss Perry and Mrs. Ferguson have been active, sororities sponsored by Miss Voss, Mrs. Ferguson, and Miss Hamm, and countless other duties shared by the li-

brary staff as members of the faculty and of the library profession in the state. The attitude of the college administration has of course been the factor which has made this participation possible.

Duties of individual staff members have been assigned during these past twelve years at least partially on the basis of individual interests and abilities. A "job specification" for each position has been worked out but is in need of re-consideration. Also in need of drastic revision and editing is our Library Manual outlining the way we carry out procedures in our day-to-day work. Time has been too short, however, for the present Librarian to complete these two jobs of revision and, having been delayed this long, it seems more appropriate for the new Librarian to assign duties and develop work procedures in accordance with his own preferences. The necessity of this work is recorded here in order to call it to his attention; our staff Bulletin, on file for several years, records daily decisions which will be of some help in revising the manual.

Our student staff continues to be a bulwark of the professional staff, relieving them of the many mechanical and physical jobs which need to be done in a library. The regulations inflicted on us by the Legislature in September 1953 for the payment of student help have been both a help and a hindrance. It has been a great help to be able to use such faithful and efficient workers as Lillian Harrington, Anne Scholtz, and Elaine Dabaghian for the 15 to 16 hours per week which they are allowed to work under the new regulations. On the other hand, it is difficult for our student assistants assigned to the workroom to get in that much time without working at hours when the professional staff are not on duty; likewise we have found that even in shelving we need a balance between a number of workers and a few working longer hours. This sounds like wanting to have our cake and eat it too, but the truth is that more flexible regulations, permitting us to assign some students for 15-16 hours weekly and others for 8-10 hours weekly would best meet our needs.

The one recommendation which I would make with regard to the professional library staff is in connection with our services to Lanning School. This service was initiated in 1943 as a stop-gap until Lanning might secure its own librarian; we are still stopping the gap and in 1953-54 with a larger proportion of Miss Voss's time than ever before - practically one-half. Her report details the increasing demands for more service at Lanning and it is obvious that with their increased enrollment she cannot meet the needs without adding one more half-day to her time at Lanning for 1954-55. It is urgently recommended, therefore, that the new Librarian and the administration of Lanning and the College work for the appointment of a full-time librarian for Lanning School. Needless to say, the appointee should be a specialist in elementary school library work, a specialty which Miss Voss has never pretended to have, although she has undoubtedly over these years developed competence in elementary work. Her work in the college library has had to be slighted in the past year and the situation will become worse in the coming year. The provision of a full-time librarian at Lanning is not so ultra-progressive a step that the State Board of Education should fear to take it. I hope this recommendation may become a reality in the near future; if the college adds a curriculum for elementary school librarians to the program for high school librarians to be inaugurated in 1954-55, it will become not a desirable but an essential provision.

A personal note.- The twelve years spent in the New Jersey State Teachers College at Trenton have been ones of fruitful professional development for me and of satisfying personal relationships with the faculty and librarians of New Jersey with whom I have worked. The most satisfying aspect of my work as Librarian has been the opportunity to develop a library which I believe is truly functioning to serve the instructional needs of the college and to make future teachers aware of the facilities and services of libraries to them in their professional work. For this opportunity I owe a very real debt of gratitude to the President of the College who has always supported the work of the library very generously and to the members of the faculty who have worked with us in developing the library's services. Another satisfying aspect of this position has been the intellectual satisfaction of building the library's collection of materials to meet the developing needs of the college. The only disturbing aspect of the work has been the fact that increasingly demanding administrative duties, and the duties involving the Library Science program for school librarians, have confined the work more and more to the office and made it less and less rewarding in personal contacts with students. It is my hope for the new administrator of the library that he will find ways to counteract this trend. I end by bespeaking for him that same understanding and kindly cooperation from the library staff, faculty, and administration of which I have been the recipient.

Respectfully submitted,

Mary V. Gaver

Mary V. Gaver, Librarian

TABLE I. USE OF THE LIBRARY

		1942-43	1953-54	Per cent Increase #
000	General Works	142	724	
100	Philosophy & Psychology	382	1664	500%
200	Religion	224	468	
300	Social Sciences	2,393	7,308	350%
400	Languages	157	566	
500	Science	951	4,015	400%
600	Useful Arts	916	3,795	400%
700	Fine Arts	1,593	4,361	
800	Literature	1,089	2,733	275%
910	Travel	631	2,772	
B	Biography	575	1,627	
900	History	2,900	4,930	
	Fiction	2,628	4,684	
	Reserved Books	2,532	8,818	
	Periodicals	1,363	6,202	
	Pamphlet & Clippings	873	8,468	800%
	Records	0	2,004	
	Filmstrips & Guides	0	1,203	
	Films	0	140	
	Slides	0	737	
	Inter-library loans to other libraries	0	237	
	GRAND TOTAL	34,926	67,456	
Inter-library loans				
	From other libraries	142	269*	
	To other libraries	0	237	
Average number of students		544**	820	
Student Circulation, Sept.-May		26,348	56,860	
Average circulation per student		48.4	69.3	
Average circulation per day		166	263.5	

* Of these, three were theses.

** No absolutely accurate figures in 1942-43 for students separately

\# Estimate only

TALBE II. HOLDINGS OF THE LIBRARY

	Volumes added 1954	Total Stock after withdrawals & transfers	Titles added 1954	Total Stock after withdrawals & transfers
Circulating Collection	2188	50,810	1714	35,706
Reference Collection	313	5,628	285	5,310
Children's Collection	202	4,379	181	3,345
Textbook Collection	59	6,318	46	4,904
Faculty Author Collection	13	164	13	159
Old Textbook Collection	10	330	10	320
Archive Collection	228	228	215	215
Foreign Language Collection				
French		251		174
German	3	228	3	129
Italian		12		12
Spanish	7	106	7	79
Russian		1		1
Chinese	1	1	1	1
Bound Periodicals	176	3,372	46	3,206
Total added during the year	3,200		2,521	
Total Book Stock		71,828		53,561
Special Cataloged Material				
Films		5		5
Filmstrips	61	816	40	787
Slides		434		434
Records	64	1,589	57	1.485
Music (Bound)		121		121
Music (Sheet)	74	419	74	419
Micro-cards (Books only)		13		13

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1954-55

LIBRARY REPORT

NEW JERSEY STATE TEACHERS COLLEGE AT TRENTON

1954-55

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LIBRARY REPORT

NEW JERSEY STATE TEACHERS COLLEGE AT TRENTON

1954-55

It is only fitting that this first report of the new librarian starts with a word of genuine appreciation for his predecessor, Miss Mary Virginia Gaver, who gave this library such splendid leadership through a dozen years. To a large extent it is due to her spirited efforts that the library of the State Teachers College at Trenton occupies today such a respected position among the educational libraries of this state and the nation. She laid the firm foundations on which her successor may hope to build the future structure of library service at Hillwood Lakes. The librarian feels also deeply indebted to Miss Ethel M. Fair who served with distinction as acting librarian during the fall semester of 1954; it is only thanks to her helpfulness that he was able to carry through his original plans of research and lecturing in Germany during the first seven months of the academic year.

This report aims to analyze briefly the situation of the library on the threshold of the second century. It will record some of the major accomplishments in the immediate past and indicate certain problems which need an early solution.

I. Service to Readers

The per capita circulation figures of the library for 1954/55 indicate a good state of intellectual health on campus. However, we should not be unduly pleased with them. For they include many types of materials which, while very useful, are certainly not the equivalents of books. The librarian feels that much more can and should be done to stimulate reading for the sake of general cultural enrichment and for self-education in the highest sense of the word. It will be essential to arouse the active cooperation of those faculty members who have not yet concerned themselves much with this problem. The librarian considers this an area of his personal responsibility, in collaboration with the Faculty Library Committee. It seems to him from his long experience both as college librarian and college teacher that there is a strong need for a fuller give and take between faculty and library. We will gain the enthusiasm of the students only, if their teachers point out to them again and again what treasures are easily accessible to them in the library. Such constant vigorous support is so much more effective than anything that the most alert library staff can attempt to do along these lines.

These remarks are not intended to belittle the strenuous efforts of the staff members primarily concerned. The work they do, e.g., in the freshman orientation program is very creditable, but there does not seem to be enough of a carry-over from these lectures into the four years of college life. We will try to make these hours of initial library instruction more meaningful in 1955/56, adding perhaps an element of inspiration to the indispensable factual information which they provide. Both Miss Perry and Mrs. Ferguson render a valuable service by giving bibliographical instruction to certain classes at the request of the instructor;

here is a fertile ground for further experimentation. Miss Perry spends also a great deal of time and effort in presenting curriculum materials and tools for educational research to students who are about to begin their practice teaching. The librarian himself hopes to help in bridging the gap between the classroom and the library by his teaching in the history department, just as he had done in his previous dual position at Bard College.

The relations between the student body and the library are very friendly, and cases of real friction are rare. The staff is anxious to avoid bureaucratic rigidity and meets the student's wishes to the limit. Therefore, we may be entitled to mention also some desiderata of ours. One is for more quiet work in the reading and reference rooms. The virtue of sustained independent study versus constant conversations about assignments must be more fully recognized; too many students chat instead of reading attentively. Next year, the existence of social rooms in Phelps Hall should make it possible to restrict conversations in the library to the inevitable minimum. For the serious reader, on the other hand, the library plans to do still more than heretofore. With the approval of the Faculty Library Committee and the Student Life Department we will extend the hours of library service in the evening (Monday to Thursday) to 10 p.m. This is an experiment which would not be continued beyond the end of the fall term, if students did not avail themselves of this additional opportunity. Also it is planned to open the library tentatively on Sunday night, so that the students upon their return from the weekend may still have access to the books needed for Monday's classes; however, no reference service will be given on Sunday night.

Speaking of desiderata, the need for greater care in handling library property must also be stressed. Some students at the State Teachers College in Trenton, unfortunately, have not escaped the nationwide post-war trend at institutions of learning: to deal lightly with library regulations. The disappearance of too many books and periodical issues demonstrates this with depressing clarity. It might help, if we were permitted to lock the back-door in the basement, which at present facilitates the abuse of the library. But we should rely less on such a technical device than on an educational campaign by which the fundamental attitude of delinquent readers would be changed.

Among the services which the library provides for its clientele, the many exhibits (under Mrs. Ferguson's direction) deserve an important place. They help to introduce readers to a great variety of timely subjects and teach them also something about the educational value of attractive display. In one corner of the lobby, recent books of a thought-provoking nature are now featured in the hope to arouse the enthusiasm of the earnest reader. At the same time, the catalog department is making a concerted effort to speed up the processing of new books, so that faculty and students may avail themselves of our latest major additions without delay. Faculty members are also individually notified of new accessions in their field. There is not the slightest reason why a college library should be less efficient in this regard than good public libraries are; this is merely a matter of proper organization. The catalog department rendered still another important service to the community. Miss Hamm devoted a great deal of time to cataloging the record collection and making duplicate files of record and filmstrip holdings.

It is especially urgent at a time of staff changes to have a full account of all well established circulation procedures, so that the desirable continuity may be preserved. Mrs. Ferguson deserves a good deal of credit for having worked out a comprehensive manual which embodies the rules and practices of her department. It will be an excellent tool, e.g., for training new student assistants. These circulation routines are so carefully and intelligently set up that there is no need for any reexamination in the foreseeable future.

II. The Library Staff

The most important recent staff development concerns Miss Anne Voss, who served with success as order librarian and Lanning School librarian for a dozen years. Her fine talents will find even fuller fruition in the new task which has been entrusted to her. She is to take charge of the library science program, succeeding Miss Laura Vroman who has accepted the attractive position as librarian of the Senior High School in Great Neck, Long Island. The librarian is confident that Miss Voss will develop the library science department in the closest possible collaboration with him and the library staff; both sides will benefit from the constant exchange of ideas and suggestions. Temporarily, Miss Voss will share with her successor the supervision of the Lanning School library. However, it is earnestly hoped that Lanning School will have its own full-time librarian at the latest by 1956. The present combination of two completely heterogeneous, if not mutually exclusive, functions is in the interest of neither Lanning nor the State Teachers College library. Miss Voss' former position will be assumed in September by Miss Joyce Brodowski, a graduate of Douglass College and Columbia University School of Library Service, who is a senior assistant in the Trenton Public Library at present. She will be able to concentrate more on the growing tasks of the order librarian, working closely with Miss Hamm and the librarian.

Every member of the staff has earned a great deal of credit not only for a job well done, but also for the many hours devoted to outside functions of a professional character. To give but a few examples: Mrs. Ferguson is vice-president of the New Jersey Faculty Association of Teachers Colleges and chairman of the Exhibits Committee for the College Centennial; she also served as a member of the nominating committee for the New Jersey Library Association. Miss Hamm is completing a long term on the Social Committee of the Faculty Association. Mr. Packard is secretary of the Faculty Association. Miss Perry served as secretary-treasurer of the College and University Section of N.J.L.A., and Miss Voss is a member of the Centennial Committee.

The librarian himself, trying to adjust to a new job and different surroundings, found, nevertheless, some time for lectuing and writing (a pamphlet on Germany for the Canadian Institute of International Affairs and some articles). He continued as a member of the Council of the American Library Association and of the board of directors of the American Council on Germany. He is chairman of the committee on education for librarianship of the N.J.L.A., on whose program committee he is also serving. Finally, he is chairman of the special projects committee of the College and University Section of N.J.L.A.

In any discussion of the library staff, a warm word of thanks is due to Mrs. Marcella Benjamin, whose good judgment and calm efficiency have been most helpful to the new librarian. Also some student assistants, notably Ann Scholtz and James Maloney, have been assets to the library. It is of the essence that the library can count on a growing number of devoted and capable student assistants. Otherwise, many important tasks cannot be handled adequately. Mr. Packard, for instance, needs alone for the reorganization of the periodical files, several additional assistants most urgently. We rely on the helpfulness of the Employment Office to secure for us suitable students in sufficient numbers.

III. The Library Collections

In general, the library collections are well developed. They serve adequately most instructional departments of the college. There are some exceptions, in which the need for overhauling is evident. Efforts in this direction have already begun and will be continued within the limits of the budget. The addition of important new works will be accompanied by the weeding of outmoded materials. Some thoughts are also directed toward meeting the demands which are anticipated under the new curriculum; this may involve considerable extra expense.

A special effort has been made to strengthen the reference collection in certain subject areas. The following additions, chosen at random, are typical of the improvements carried out in 1954/55 (and in the early summer of 1955): Handbook of Social Psychology; Dictionary of Americanisms on Historical Principles; New Century Encyclopedia of Names; The Interpreter's Bible; the Library of Christian Classics; Grove's Dictionary of Music and Musicians (fifth edition); the Pelican History of Art; the London Times Mid-Century Atlas (one volume published thus far); Cassell's Encyclopedia of World Literature, and Kingzett's Chemical Encyclopedia (eighth edition).

The periodical subscriptions were carefully examined with the advice of several departments. It seemed that a greater variety of subjects should be covered and that some areas needed more attractive or more weighty representation. The process of expansion, of course, has its very strict financial limitations. But within the given framework the library has now a well-balanced list of about 285 subscriptions, among them all important educational journals and many outstanding titles in the major subjects, from the Economist (London) to the Kenyon Review, from Child Development to Natural History, and from Art News to the Journal of Modern History. The list seems comprehensive enough for the present needs of faculty and students. It is urgently hoped that frequent reference to our periodicals will be made in the classroom and in individual conferences; this goldmine of up-to-date information should be exploited to the limit. A list of current subscriptions will be issued shortly to facilitate their use by the faculty.

The next step will be to build up adequate back files of all journals with permanent reference value. The library is far behind in this respect; actually this is our weakest spot. For comparison's sake it might be mentioned, that in the somewhat smaller college library with which the librarian was previously connected, the collection of bound periodicals was three times the size of ours! All staff members concur

with the undersigned that major improvements in this field are imperative and should be undertaken immediately. The first effort will have to be devoted to the sets of a few key journals such as Life and Time which are constantly needed for quick reference. The binding of these and other indispensable magazines was discontinued during the war for economy reasons; some sets thus plainly disintegrated. We will have to spend now comparatively large sums in order to make up for the small savings of an earlier day. The situation is so bad that an extra allocation (perhaps from the 02 account) is needed in 1955/56. A special binding account is herewith proposed beginning with the budget year 1956/57; a minimum of $1,600 seems necessary. Again for comparison's sake it may be stated that the librarian spent in his previous library annually more than $2,000 for binding, without any extravagance.

Constant efforts are made to keep the vertical file up-to-date. Recently we secured a large amount of informative pamphlets from foreign countries in order to improve the world-wide coverage of the file. Sometime before long Mrs. Ferguson, Miss Perry and the undersigned will have to re-examine jointly the types of material which should be represented in the vertical file, the frequency of weeding, etc. The picture file continues to grow, and so does the collection of filmstrips to which the library is adding just now substantially.

The librarian pointed out in his memorandum on "the needs of the library in the expanding college" a few months ago, that the present appropriation for books and related materials is inadequate to meet the enormous and enormously varied demands which are constantly made on the library. The increase by almost 10% which the President secured in the meantime, is greatly appreciated, but a considerable raise beyond the present figure, at least a raise by $2,000, is necessary for 1956/57 when the new curriculum will take effect and when further growth of the student body will have to be expected. This is not an excessive request; for a library of similar rank, that of the State Teachers College in Albany, received in 1953/54 $12,679 for books and $2,182 for binding!

The financial predicament of the library would have been even worse during 1954/55, had it not been for some generous gifts which are gratefully acknowledged. Donations from the Seashore Club (Anna P. Shoemaker Fund) made it possible to buy a large number of choice children's books; the Lillie A. Williams Fund provided for outstanding works in psychology; the New Jersey Bookmen's Memorial Fund helped to strengthen the science collection, and the contributions from the Sigma Tau Chi Fraternity enabled the library to buy more good books for general reading. Other significant gifts came from Mr. Paul F. Franko, who gave many books on the history of education, from the Latvian Societies of New Jersey, from Merrill Lynch Pierce Fenner and Beane, Trenton branch, from the Lawrenceville School, and from several faculty members, among them Dr. Carpenter, Dr. Shoemaker and Dr. Shuster.

IV. The Library Building and Its Problems

The beautiful design of the library building is a constant inspiration to the staff members and a source of pride to the whole college community. Yet there are some needs for expansion, in view of the increasing enrollment and the growing collection. As outlined in the recent memorandum of the librarian, the library would greatly benefit from a

separate record listening room; this would restore the present temporary quarters of the record collection to the uninterrupted use by the reading public. At some date in the near future, a room should also be set aside for the use of filmstrips, the microcard reader and a microfilm reading machine which should be our next major purchase (a good simple Recordak model costs now about $350 which would seem to be a worth while investment). The lobby of the library should be repainted before the Centennial celebrations get underway, since there are too many dingy spots in the otherwise attractive hall. In the budget year 1956/57, new shelves and carrels for a few dozen readers should be built in the library basement. This will involve a sizeable expense, but the library will thus be provided with adequate reading facilities and sufficient shelf capacity to meet the anticipated needs of the next decade. The details of this project do not belong in this report, but a precise plan of how the basement could be utilized more effectively will be drawn up as soon as the approximate size of the available funds will be known. It may be necessary to spread the execution of the plan over two or three budget years, but the beginning of the expansion program should not be delayed.

In conclusion, the most urgent needs of the library may be enumerated once more. It is hoped that the President of the College who has so often shown his sympathetic interest in the welfare of the library, will find a solution also of these problems:

1. Securing a librarian, preferably full-time, for Lanning School who will relieve the college library staff of all responsibility for the operation of the school library.

2. Increasing the book budget of the library by at least $2,000 above the present figure.

3. Setting up of a separate annual binding budget (of $1,600 or more) and providing some extra funds immediately for the most pressing binding jobs.

4. Creating a record listening room.

5. Repainting the library lobby.

6. Developing new stack and reading areas in the library basement.

Respectfully submitted,

Felix E. Hirsch

TABLE I, USE OF THE LIBRARY

		1952-53	1953-54	1954-55
000	General Works	775	724	1,025
100	Philosophy & Psychology	1,651	1,664	1,593
200	Religion	670	468	564
300	Social Sciences	8,483	7,308	8,342
400	Languages	479	566	445
500	Science	4,526	4,015	5,048
600	Useful Arts	4,222	3,795	3,776
700	Fine Arts	5,123	4,361	3,893
800	Literature	3,391	2,733	2,855
910	Travel	3,132	2,772	2,875
B	Biography	1,717	1,627	1,879
900	History	4,758	4,930	5,164
	Fiction	5,242	4,684	5,411
	Reserved Books	7,917	8,818	8,400
	Periodicals	5,641	6,202	5,492
	Pamphlet and Clippings	7,704	8,468	6,877
	Records	2,878	2,004	2,150
	Filmstrips and Guides	1,443	1,203	1,352
	Films	66	140	77
	Slides	56	737	1,103
	Inter-library loans to other libraries	232	237	174
	GRAND TOTAL	70,106	67,456	68,495
Interlibrary loans:				
	from other libraries	265	269	475
	to other libraries	232	237	174
Average number of students		854	820	869
Student circulation, September - May		63,335	56,860	60,757
Average circulation per student (including reserved books)		74.3	69.3	68.5

TABLE II. HOLDINGS OF THE LIBRARY

	Volumes added 1954-55	Total Stock after withdrawals & transfers	Titles added 1954-55	Total Stock after withdrawals & transfers
Circulating Collection	1,934	52,368	1,525	37,183
Reference Collection	255	5,871	241	5,541
Children's Collection	187	4,560	167	3,506
Textbook Collection	346	6,657	275	5,178
Faculty Author Collection	6	165	6	170
Old Textbook Collection		330		320
Archive Collection	21	249	20	235
Foreign Language Collection	4	603	4	400
Bound Periodicals	81	3,453	81	3,290
Total added during year	2,834		2,319	
Withdrawn	406		57	
TOTAL BOOK STOCK		74,256		55,823
Special Material Cataloged				
Films		5		5
Filmstrips	89	905	69	856
Slides		434		434
Records	34	1,623	31	1,516
Music (bound)		121		121
Music (sheet)		419		419
Micro-cards (books only)		13		13

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LIBRARY REPORT

NEW JERSEY STATE TEACHERS COLLEGE AT TRENTON

1955 - 1956

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LIBRARY REPORT

NEW JERSEY STATE TEACHERS COLLEGE AT TRENTON

1955 - 1956

The centennial year of the college has been a year of steady progress for its library.

The position of respect which the library occupies throughout the state, was evident at the fall meeting of the New Jersey Library Association. For the first time, it was held at Hillwood Lakes. Hundreds of librarians from all over New Jersey came to our campus. A very warmly worded resolution in honor of the college and its library was passed at the afternoon session. About three hundred people attended the Open House in the library that afternoon. It was the first opportunity for many of them to get acquainted with our building and our collection. All members of the library staff, supported by student assistants, served as hosts. Administrative officers and faculty members of the college helped to make the occasion a full success. Dr. Hilda Stahl Wagner organized a special performance of the centennial play Time and the Teacher at Kendall Hall, which was greatly enjoyed by the guests. President West extended the greetings of the college at the dinner session, the first public function held at Phelps Hall. He did not only say words of cordial welcome, but expressed also his convictions about the role of the library.

The second formal event of the academic year was the presentation of Dr. West's portrait, painted by Mr. Robert C. Burns, the chairman of our Fine Arts Department, and donated by the Faculty Association. It now hangs in the reading room of the library over the fireplace. No more fitting spot could have been chosen for the portrait. This is not just an impressive adornment of a beautiful room. Above all, it will remind future generations of the fact that this library in its whole history never had a better friend than Dr. Roscoe L. West.

Leaving these two happy occasions aside, the year's work was directed primarily toward two related goals. One was to prepare the library, as far as possible, for the manifold demands which the new curriculum is bound to bring. We would miss out on our primary duty, if we were not facing squarely the great changes which are about to take place in the classrooms of this college. As the curriculum is broadened, so must be the services and the collections of the library; this will necessitate a re-thinking of many aspects of our work. But what task could be more fruitful and more challenging for forward-looking librarians than such a re-thinking? The second goal is closely tied to the first: a self-evaluation of the library, undertaken as part of the preparation for the report which the college will submit to the Middle States Association of Colleges and Secondary Schools next winter. A great deal of work has gone into this process of reappraisal. The librarian was given the much appreciated opportunity to present the views of the committee which deals with this aspect of the report, to the general faculty in some detail. He is happy to state that the active support for which he then asked the faculty, has been forthcoming. Many of its members have been generous in devoting their time to reassessing our collections in the light of tomorrow's needs.

I. Service to Readers

The per capita circulation figures of the library for 1955-56 are perhaps the most important single indication of that steady progress which was referred to at the beginning of this report. The statistical table I (Use of the Library) has been reorganized so as to separate properly the two-week loans of books, which many experts consider to be the most reliable yardstick of intellectual curiosity on a college campus, from the figures for reserved books, audio-visual materials and ephemeral items. The statistics show that the students slightly increased their rate of borrowing books even in this centennial year which brought so many sudden responsibilities and exciting opportunities to them. Whilst we have reason for some satisfaction, there is certainly still room for improvement. The faculty in several areas has not yet fully realized the tremendous benefits that come to students from a constant exploration of library resources. A great deal of enthusiasm for the good book and the lasting stimulation it provides can be aroused by the instructor who is himself convinced of these values. The librarian, teaching this year students of all curricula and from freshman to master's degree candidate, had the most pleasant experience to observe that the large majority in all his classes was eager to do a great variety of reading under informal guidance; in fact, he found himself hard-pressed on many an occasion to secure enough material for quenching their intellectual thirst. What holds true in his subject, certainly applies to most other fields in a similar fashion. The librarian considers the strengthening of the ties between classroom and library one of his primary concerns; this is a field in which he has experimented for many years. He assures the faculty that the library staff stands ready to support the efforts of any instructor along these lines to the limit.

A careful examination of the circulation statistics brings out a number of interesting points. There is a considerable increase in the fields of history and literature; the growing use of biographies would also be primarily to the credit of these two subjects. The gain in literature is partly offset, however, by the surprising loss in fiction. The greatest improvement comes in the area of religion; here student circulation more than doubled. This was due primarily to the systematic effort of the library to present a richer selection of great literature in this field. Emphasis was placed on books which would not be narrowly denominational, but would contribute to a deeper understanding of the major world religions. These efforts will be continued, within our budgetary limitations, until we attain the desirable wide coverage of the most thought-provoking religious books available in the English language.

The library statistics show also a gratifying decline in the use of reserved books. A book which a student can keep only for a limited number of hours or, at best, for a weekend, will never receive the same careful reading as does a volume borrowed on two-week loan. Therefore, faculty members are well advised, if they put only those books on reserve, of which they are certain that whole classes must use them for specific assignments at precisely the same time. There is no other sound reason for having books on reserve. It is much wiser to buy duplicate copies of essential books for two-week circulation (especially in view of our growing student body) than to exclude them from thorough reading by putting them on reserve.

The freshman orientation program is certainly one of the library staff's most important opportunities to reach the entering class. In 1955-56, we made some changes in the arrangements. The librarian gave two informal lectures of an inspirational nature to the freshman class on what benefits and deeper satisfactions a student might derive from the treasures of the library. These talks were followed by the customary instruction in the use of the library, which was handled mostly by Miss Perry and Mrs. Ferguson. However, we should continue experimenting, for the program still needs strengthening. Without any doubt, it should be tied up much more closely with the actual assignments in The Rise of Contemporary Civilization and Language and Communications, the two general education courses best suited for this purpose. It has been the experience of the librarian, that such integration is the only assurance of lasting results.

Instruction in the most effective use of the library is not confined to the freshman level; Miss Perry meets students of all departments (except Business Education) to introduce them to the specific library materials needed for practicum and practice teaching. She also has sessions with classes whose instructors ask her to give bibliographic advice on their subjects. This kind of instruction has proved to be extremely helpful, according to the judgment of several faculty members and comments from upperclassmen. Mrs. Ferguson also has been very successful in lecturing to various classes on audio-visual materials. A sizeable number of bibliographies, some of them rather comprehensive, has been prepared to assist in this informal instruction. During the year 1955-56 annotated bibliographies on the history of teaching, current issues in American education, American civil liberties, and on the present problems of Asia, Africa and Europe were issued. Also, a complete list of our filmstrip collection was compiled. All these lists proved to be immediately helpful in the classwork of various departments and were greatly appreciated by them. This encourages the library to plan for similar bibliographies in the near future, wherever a genuine demand can be ascertained; e.g., we hope to issue a reading list on New Jersey, past and present.

The relations between student body and library have remained very cordial. While the staff cannot know more than one thousand borrowers by name, the atmosphere is amazingly cordial. A slight degree of friction arose only in the early months of the academic year, when some of the freshmen had not yet adjusted to the necessity of observing quiet in our reading and reference rooms. In its campaign against excessive noise, the library found its most valiant supporter in the Signal whose editors deserve nothing but praise for their genuine helpfulness on many occasions. For instance, an editorial run in the last issue of the year presented the virtue of vacation reading so forcefully that the immediate results exceeded our anticipations by far. The library has tried to cater to the serious student by extending the hours of library service in the evening and on Sunday. This experiment has proved to be entirely worth while. The expectations of the librarian and the Faculty Library Committee have been met. We never believed that we would have big crowds in the building at 10 p.m., but usually a sizeable number of earnest readers stayed until about closing time.

A problem which continues to vex the library staff and our clientele, is the disappearance of too many books and periodical issues. We hope the day is still far off on which we will have to check every reader leaving the building, but the carelessness, if not recklessness, of some borrowers certainly taxes one's patience.

As mentioned in the beginning, faculty members have been increasingly sympathetic. A growing number of faculty members has come to realize how much their instructional work will benefit from closer ties with the library. Special thanks are due to the Faculty Library Committee which gave the librarian unfailing moral support in his endeavors. The number of committee meetings was limited, but there were frequent informal consultations. It may be desirable to increase the number of its members slightly in order to have some additional subject areas represented, but the committee should always remain comparatively small in size.

In this jubilee year, naturally, all departments of the college were called upon to perform some special services to the community. The library did its share by having a large number of instructive and attractive exhibits which tied in with various centennial events. Mrs. Ferguson deserves a great deal of credit for these excellent arrangements, which aroused much favorable comment. They were not confined to the library building proper, but extended to Green Hall and, occasionally, Phelps Hall.

Our statistics show a decline of inter-library loans, which the librarian regrets for a variety of reasons. But this does not mean that out relations with other libraries in the state have deteriorated. On the contrary, the personal contacts with the other major libraries in the Trenton-Princeton area have been intensive throughout the year; there has been a very fruitful give and take. Going beyond Mercer County, the librarian and several staff members have cultivated the relations with the libraries of Rutgers University and the other State Teachers Colleges. The librarian hopes that eventually a much closer collaboration between these libraries will be developed; every single institution stands to benefit from it. He would like to see applied to New Jersey some of those novel ideas, which the Regents' Committee on College and University Library Resources suggested for the State of New York about two years ago. The first major result of these proposals, in whose drafting the librarian participated, is now on hand: a complete catalog of the social science section in the New York State Library. This pilot project will be followed before long by a catalog of the whole huge collection of that library, according to the same principles. The list is as easy to use as a telephone directory and, therefore, should give a tremendous impulse to quicker and more frequent inter-library loans. A similar catalog, embodying the collections of the New Jersey State Library, Rutgers University Libraries, and the six State Teachers Colleges Libraries would mean enormous progress. It would also assure the citizens of New Jersey that every tax dollar spent for these libraries would bring maximum returns.

II. The Library Staff

In September 1955, Miss Joyce Brodowski took over her new duties as order librarian, succeeding Miss Anne Voss who is now in charge of the Library Science Department. Administratively speaking, this department is independent, but this does not mean that it should function in complete separation from the library. A close working relationship between Library Science Department and library is desirable, in the best interests of both. The librarian hopes that this kind of an effective cooperation will be developed step by step. During the year, Miss Voss and Miss Brodowski shared the responsibility for running the Lanning School Library. As was pointed in last year's annual report, this has become a burden which cannot be

shouldered any longer. Miss Voss will need all her time for the growing Library Science program and Miss Brodowski must concentrate on her work as order librarian. The library added in 1955-56 about as many new books as it did in the two years 1951-52 and 1952-53 together. This statistical fact should be sufficient to demonstrate that the full time of the order librarian should be spent in the library workroom. The question must be raised whether or not the workroom is understaffed even then. It seems that a clerical assistant should be added there at an early date to permit the most efficient operation of ordering and cataloging. In the last year and a half this process has been systematically speeded up, but there is a limit to what two professional people can do with insufficient clerical help.

The committee on the library for the Middle States report envisioned another addition to the staff which would bring relief to Mrs. Ferguson and Miss Perry. Needed is a professional assistant who could take charge of all audio-visual materials. They would include not only the present library holdings along these lines, but also, for instance, the map collection of the Geography Department. Furthermore, he would take over some functions of the instructors now handling audio-visual education. In short, he should develop a real audio-visual center in the basement of the library, with the advice of all the departments concerned.

No less than four staff members pursue at present graduate studies, Mrs. Ferguson at Drexel Institute, Miss Perry and Miss Hamm at the Rutgers Library School and Mr. Packard at the Rutgers School of Education. The library benefits indirectly from their labors; such advanced courses, as a rule, challenge the students to reappraise their own work and the whole functioning of their library. Ultimately this graduate study should help staff members in qualifying for promotions. The librarian regrets that these are tied at the State Teachers Colleges too closely to the accumulation of graduate credit points. This is different from the regulations at Rutgers University Libraries (including Douglass College), which are much more flexible.

Being on the subject of comparisons, the Rutgers system seems also preferable in another respect. It is based on a twelve-months schedule for professional librarians rather than on the ten-months scheme under which our library operates. College libraries are year-round propositions. The staff cannot (or should not) just leave on Commencement Day to reassemble sometime after Labor Day. Many of the most important jobs of a college library are to be handled in the time between these dates. The order librarian should be around when the bulk of the order work is to be done and the cataloger when all the cataloging for the beginning of the Fall term ought to be undertaken; major improvements in the reference and circulation departments should also be planned and executed between June and September. It is true that some staff members are appointed to the Summer School faculty, but their number has been so reduced in 1956 that they can give but little time to preparing the library duly for the new academic year. Therefore, before long, provisions should be made to change the librarian and those staff members who so desire over to a twelve-months schedule, in the best interests of efficient service. The salary adjustments involved are small in comparison to the benefits to be derived by the library; of course, this change should not affect at all the faculty status of any professional librarian.

Some staff members did not only do their part in the centennial celebrations very nobly and spent many hours on their graduate courses, but managed also to hold important honorary functions which reflect favorably on the library. First of all, Mrs. Ferguson's recent election to the presidency of the Association of the New Jersey State Teachers Colleges Faculties should be mentioned, since it is a rare distinction. She and Miss Perry have also been active in the New Jersey Library Association. Mr. Packard served as exhibits chairman at the New Jersey Library Association meeting in Asbury Park and has just been appointed chairman of the scholarship committee of the New Jersey Library Association. Miss Brodowski is publications expediter for the New Jersey Library Association. She was recently elected to succeed Mr. Packard as secretary of our Faculty Association.

One staff member, who does not stand in the limelight, should not be forgotten here: Mrs. Marcella Benjamin, on whose excellent help and intelligent judgment the librarian has come to rely in many respects. She has handled a great variety of assignments with the utmost efficiency.

The librarian himself has been kept very busy by a combination of tasks. He gave a large amount of time to inaugurating certain changes in the library, especially to the overhauling of the book collection and of the periodical holdings; this seemed most urgent in view of the new curriculum and the demands it is bound to make on the library. Secondly, he did a large amount of teaching in the field of history. This gave him the desired opportunity to get acquainted with many students, freshmen in various curricula, sophomore majors, graduate and extension students. The courses he taught here confirmed his fundamental conviction which he has frequently stated (most pointedly in the article "The college librarian as a classroom teacher" in College and Research Libraries, April 1949) that the librarian - and his library with him - benefits immeasurably, if he knows from actual experience what goes on in the classrooms of his institution, if he can meet other faculty members on their "homeground" and gain the personal confidence of at least some segment of the student body. In addition to these two primary concerns, he served on three faculty committees preparing chapters of the Middle States report. He lectured widely before educational and civic organizations and is just about to leave for Colgate University where he will participate in the annual conference on American foreign policy. Also, he contributed articles to the editorial page of the New York Herald Tribune and to the Christian Advocate (on his visit with Albert Schweitzer) and book reviews to the Library Journal. In January, he served on the evaluation team of the Middle States Association for Beaver College and has just been asked to go in October to Utica College as a member of the Middle States evaluation team for Syracuse University. He continues as a member of the Council of the American Library Association, as chairman of the New Jersey Library Association committee on education for librarianship, and as a member of the board of directors of the American Council on Germany.

Any description of the library staff and its work would be incomplete without some reference to our student assistants. We need an increasing number of qualified assistants for work in all departments. There were some tensions in the earlier part of the year, but gradually a harmonious and effective relationship was evolved. A concerted effort was undertaken to get some of the ablest and most responsible students on campus to join our ranks and to make their jobs attractive to them. To be a library

assistant should be a privilege for bright minds rather than an unwelcome assignment. As Commencement approached, the staff felt that student assistants like Jane Hendricks, Ann Scholtz, James Maloney, Barbara Filsinger, Gerald Barrett, Evelyn Rue, and Gloria Peterson, to mention but a few, had made fine contributions to our library service and deserved our gratitude.

At the recommendation of Rutgers Library School, Mr. Evald Rink, a post-war immigrant from Estonia, who finished his graduate studies at Rutgers in June, served as an intern in our library during the Spring term. A man of mature judgment and wide experiences, gifted with a pleasant personality, he soon became very valuable to this library. He worked at the circulation desk, sometimes completely on his own, calmly meeting any emergency that might arise. In the reference department he did a great deal of constructive work on several bibliographies. The remainder of his time was spent in the workroom. The favorable experience with Mr. Rink will encourage the library to accept interns of similar standing again in the future.

III. The Library Collections

A consistent effort was made this year to detect weaknesses in our collection, to fill important gaps, and to weed out-of-date or worn-out books. As mentioned before, many faculty members did not only give helpful advice along these lines, but actually went through their areas of the collection, shelf by shelf, with a critical eye. Almost a thousand volumes, and several hundred pamphlets were discarded, and this weeding operation is still in full swing. At the end of this year, our collection was not only larger, but also stronger. Actually, far more books were acquired (partly through gift) than in previous years. The subject areas which benefited most from the improvements, were history (especially the supplementary reading materials for the required course Rise of Contemporary Civilization were enriched), geography, world affairs, literature, the fine arts, and religion. Special attention is now being given to mathematics, the industrial arts, and health and physical education. Some other fields will be approached with a similar aim, as soon as our funds permit. In the field of education, we want especially to secure more up-to-date curriculum materials. Finally, a new subject just added to the offerings in the humanities will require early consideration: philosophy. The library is not well stocked in this field, and we should begin soon to acquire the works of the great thinkers in the best available editions as well as a variety of recent and readable philosophical treatises.

The reference collection has profited from this overhauling more than any other section of the library. Naturally, there remain some spots which still need modernizing, but in general we can be very proud of a rich and well-balanced reference collection. Our choicest addition this year has been the 54 volumes set of the Great Books of the Western World, donated by the Old Dominion Foundation on the advice of a committee of the American Library Association. The faculty is cordially invited to make the fullest use of this magnificent set (with its extraordinary index, called Syntopicon of ideas) which embodies our cultural heritage from Homer and Plato to Dostoevsky and Freud. While this set dwarfs our own acquisitions, a few important new reference works might be mentioned at random: Rand McNally, Commercial Atlas (centenary edition); the Consumers Expenditures Study, sponsored by the University of Pennsylvania (an 18 volumes set, now in the process of publication); the nine volumes of the Shakespeare Survey edited by Allardyce Nicoll; the Bibliography of American Literature; English Historical Documents; the New Oxford History of Music; the Encyclopedia of Painting; and the World of Learning.

In the field of children's books, acquisitions fell slightly below last year's level, but the drop was only inconsequential and hardly worth mentioning. The library will maintain and develop this collection, of which the staff is very fond. We want to add, year by year, the finest examples of modern American book production in this field. Students should have every reasonable opportunity to examine well designed children's books, whether in the course on children's literature or for pure enjoyment's sake. We will try to strengthen this collection, now exceeding 4,700 volumes, from the limited resources at our disposal. They are the Shoemaker Fund, purchases from departmental allocations (this is entirely up to the individual departments - the librarian will not exert any pressure on them) and from the general library budget. The latter, however, is so tight at the moment because of the much more urgent obligations growing out of the curriculum revision, that only moderate sums can be set aside for children's books. This policy has been approved by the Faculty Library Committee, and some other department heads whom the librarian consulted, have concurred with it. They registered their opposition (which the librarian shares) to having children's books go out in large quantities for extended loans, when students are practice-teaching in distant communities of the state. It is a matter of common sense that the bulk of the children's book collection should be available here on campus rather than getting excessively rough use elsewhere.

This has been a good year for our textbook collection. Mrs. Ferguson secured, in connection with a Centennial display, several hundred up-to-date textbooks from leading publishers. This was the only major gift the library received in connection with the Centennial and it is, therefore, especially appreciated. Also, a systematic effort was made to overhaul the vertical file. It is now much more up-to-date in many areas, but still somewhat uneven. A great deal of constant vigilance will be needed to make it as strong a tool of library service as we would wish it to be. The question may be raised whether we should continue adding newspaper clippings to this file, because they are an especially perishable commodity and rather clutter up the file than enrich it. Our filmstrip collection is growing nicely. Yet we should do more to develop it, since there is a heavy demand for this kind of teaching material. Also, the record collection is increasing in size, but it seems to be in need of an early reexamination (with the advice of the Music Department and other interested departments) to assure the desirable good balance and wide coverage. Such reappraisal should be undertaken just as soon as the library budget can yield enough funds for comprehensive improvement of this collection.

Finally, we are experimenting - on a small scale - with the impact of good paperbacks on the library and college teaching. A new dimension, it seems, has been added. Many of the finest classics of all ages and challenging books of our own generation, which were excessively priced only a few years ago, are now available in such inexpensive, yet attractive editions that even an impecunious student can acquire them and thus form early the habit of building a worthwhile collection of his own. The library salutes this revolution in American publishing which now catches up, at last, with European methods of book production. These distinguished paperbacks are no "competitors" for our collection. On the contrary, they only whet the appetite for further explorations in the library and they will make for more effective teaching. Good paperbacks may be a highly desirable new line for the College Bookstore, if they do not complicate its operation unduly.

The list of periodical subscriptions was greatly expanded in 1955-56 to permit a broader coverage of thought-provoking and informative journals. Fewer additions are planned for the coming year. Among them are, for instance, Crafts Horizons, Educational Theory, International Affairs (London), International Review of Education, Journal of Economic History, Journal of the History of Ideas, National Review, Newsweek, Personnel and Guidance Journal, Poetry London-New York, Sky and Telescope, and Swiss Review of World Affairs (Zurich). It seems that we meet the present needs of the college community rather well with about 300 current periodical subscriptions. The much more onerous task, which has fallen to Mr. Packard, is a systematic effort to build up adequate back files of all journals with permanent reference value. Considerable progress has been made in this respect, but we still disappoint some of our readers. In 1955-56, at least many back volumes of such indispensable popular magazines as Life, Time, Reporter, and U. S. News and World Report were assembled and bound. But a huge job is still ahead of us, if we are to clear up the whole backlog of binding. The funds available at present for this important purpose are inadequate. We need also increasing sums for rebinding. The more the enrollment grows, the harder use many books will get; mere mending usually only delays the day when rebinding becomes imperative.

This leads over to the problems of the library budget. According to College and Research Libraries, January 1956, the median book budget of ninety teachers college libraries in the U. S. A. was $8,407 plus $955 for binding in 1954-55; this exceeds our allocation for 1956-57 by about $1,000. And among those ninety teachers colleges are quite a few which, otherwise, hardly measure up to Trenton's standards. It seems highly desirable that the state authorities recognize the need for bringing our library budget in line with that of similarly high-ranking institutions in the East, like the Albany State College for Teachers. In 1954-55, Albany had an allocation of $12,433 for books (it will be $13,500 in 1956-57) and $2,039 for binding; some of the other New York State Teachers Colleges did even better in this respect. The Albany figures are of the kind Trenton should aim for now. This seems especially urgent in view of the curriculum revision which will necessitate the purchase of many additional books for several years to come.

In spite of the budgetary problems, this was an excellent year as far as the book collection is concerned. Generous gifts were received from many quarters, in addition to the Great Books of the Western World and the hundreds of textbooks which were mentioned before. We are deeply indebted to Mr. Roger H. McDonough, the State Librarian, for turning over to us many standard works in history and literature from the collection of the New Jersey State Library, and to Mr. Howard Hughes, who - as a final gesture of friendship before his retirement - gave us quite a few valuable historical books, duplicates belonging to the Trenton Free Public Library which he felt would be useful on our campus. Miss Margery C. Quigley found time in the midst of building a beautiful new library for the kindly thought to present us with backfiles of many important journals from the collection of the Montclair Free Public Library. Mr. Harold W. Thompson, Jr., Librarian of Lafayette College, let us have some excellent books. The Bookmen of New Jersey added sizeably to the fund which has enabled us to buy standard works in the field of science; we appreciate their continued helpfulness deeply. Sigma Tau Chi donated again funds from which books of general interest were bought; Mr. Gerald Barrett, '58, assisted in their

selection. An important purchase was also made from the Williams Psychology Fund. Other significant gifts came from Mr. Paul Franko who did much for the development of the Old Textbook Collection, from Mr. Arthur Link, '03, who gave us a beautiful copy of the set Birds of New York by Elon H. Eaton, Miss Marianna Packer, Mrs. Earl Storer, '17, and Mr. John Mac VeighIII, '59.

The librarian is especially happy to report many gifts from faculty members. They include Dr. Roscoe L. West, Dean Bertha Lawrence, Mrs. Barker, Mr. Lawrence Ely, Dr. Emerson Loucks, Dr. Lycia Martin, Dr. Arthur Parks, Dr. Carl Shuster, Mr. Roy Van Ness, and Dr. Herman Ward.

In February, the librarian was given the opportunity to address the Executive Board of the Alumni Association. He expressed the hope that the alumni would see fit to lend the library their active support, beyond the laudable efforts, e.g., of the Seashore Club. He outlined to the Board a great variety of attractive possibilities for such support. The commitment to building the Memorial Chapel precluded any favorable action of the Executive Board during the centennial year, but there seemed to be genuine sentiment for consideration at a later date. The librarian trusts that some of his suggestions will bear fruit in the near future.

IV. Library Building and Library Equipment

A quarter of a century after it was erected, the library building still impresses both its frequent users and casual visitors as being most commodious. It was so well designed that it can be adapted easily to the changing needs and the anticipated growth of the institution. This flexibility is to the lasting credit of President West and Miss Lily Dodgen, then librarian of the college.

Assuming that before long we may face an enrollment somewhere between 1,200 and 1,500 students, provisions should be made for additional reading space. The first step in this direction is the removal of music records and listening equipment from the Children's Room which should serve exclusively as a place for concentrated study henceforth. Also, the Horace Mann Room should be dedicated to quiet work only. The librarian regrets that it is used far too frequently as a classroom. This practice is in direct contradiction to the main purpose which the room ought to serve; therefore, it should be discouraged. A new record listening room, should be created elsewhere in the library building. The shortage of classroom and office space makes one hesitate to suggest a room on the second floor. The best solution, probably, could be secured in the basement. The listening room should be connected with the audio-visual center which should be developed there. Adequate space is available in the tract of rooms now occupied by the audio-visual department, the Seal, the Signal, and the janitor. This area should be redesigned; the rather drab looking rooms could be made quite attractive by a comparatively small investment. They should be pleasantly furnished, properly soundproofed and well ventilated.

The second step will be more costly, but the advantages greatly outweigh the expense. There is ample space in the basement to develop new reading areas. They should be set up in a way that a fair number of carrels can be created for the use of faculty members and selected upperclassmen. The example of the Princeton University Library shows that such carrels are conducive to concentrated study; they are worth the extra cost, if the

librarian may judge from his frequent observations in the Princeton Library. Last, but not least, new stack space must be created in the basement. Some of our shelves are already crowded, and we will soon face a serious congestion. As the collection will probably approach the neighborhood of 100,000 volumes within five or six years, we cannot postpone detailed planning much longer.

It is pleasant to note that the main lobby of the library was repainted last summer; but several other areas in the building remain which also deserve a new coat. The lighting in all rooms on the main floor should be improved as soon as possible to correct inadequacies. This could be done in a fairly inexpensive fashion by running strips of fluorescent light, wherever this would not interfere unduly with the architecture of the rooms. Such strips can be easily installed, are not costly in operation, and assure a high degree of reader satisfaction, as the librarian knows from his past experience at Bard College. Steps should also be taken to improve the ventilation in the building, which is especially inadequate during the summer session; at least partial installation of airconditioning should be considered.

The library has some pressing needs for equipment. A microfilm reading machine would greatly enhance our reference work; this would make accessible to our faculty and students, e.g., the back volumes of the New York Times and of other vitally important newspapers and journals. While something can be said for the usefulness of the microcard reader which the library owns, it does not compare with the advantages of a microfilm reading machine, since far more varied materials of research significance are available on microfilm. A microfilm reader would be a boon also to our graduate students.

The circulation work would be facilitated by the purchase of a book receiver, such as the Trenton Free Public Library has at its entrance. People in a hurry can deposit there books while the library is closed; this is a great advantage, as the librarian observed in his previous position at Bard College Library. The Horace Mann Room is in immediate need of large tables with attached shelves which would make the periodical indexes more accessible; such tables have been recently installed in the State Teachers College Library at Jersey City and have proved there very serviceable. New vertical file cabinets should be added in the main reading room, since the available cabinets are overcrowded, in spite of all weeding. The library workroom needs additional catalog cabinets and new typewriters. At the same time, the All State Music Collection, which takes up too much space there, should be removed to more suitable quarters elsewhere.

TEN RECOMMENDATIONS

The most urgent needs of the library may be summed up as follows:

1. The college library should be relieved at once of the responsibility for running Lanning School Library.

2. A new clerical assistant should be secured for the library workroom, in view of the rising volume of accessions. At an early date, a professional assistant should be added; he should coordinate the audio-visual materials

on campus and absorb some of the increasing workload on the main floor of the library.

3. The librarian and those professional staff members who so desire, should be changed to the twelve-months salary schedule, similar to that at the libraries of Rutgers University (including Douglass College); this should be done without affecting in any way the faculty status of these professional librarians.

4. The book budget should be raised as soon as possible to the level of teachers college libraries of the same high standing and of comparable obligations, e.g. the Albany State College for Teachers. Since this cannot be accomplished completely before 1957-58 at the earliest, the heavy financial pressure on our library should be relieved by much larger allocations from the 02 account in 1956-57.

5. Separate provision should be made in 1956-57 for financing sizeable book purchases to serve the instruction in extension courses; this had been promised in 1955-56 and seems essential for the full success of these classes.

6. A separate annual binding budget should be set up in 1957-58; the present allocation at the Albany State College for Teachers (slightly above $2,000) would be in line with our own serious needs.

7. Preparations should begin for establishing a real audio-visual center in the library basement; as its first unit, a record listening room should be created soon.

8. The equipment of the library should be enriched by the purchase of a microfilm reading machine and the other items described under IV.

9. Fluorescent lighting should be introduced in those areas on the main floor which need better facilities; this should be done without interfering with the appearance of the rooms.

10. A long-range plan should be drawn up now (with the advice of an architect) for developing large new reading and stack areas in the basement.

Respectfully submitted,

Felix E. Hirsch

TABLE I. USE OF THE LIBRARY

	1953-54	1954-55	1955-56
Grand Total of all circulating materials, June 1 to May 31	67,456	68,495	65,980
Faculty Circulation, June 1 to May 31	7,482	6,815	5,803
Student Circulation, September 1 to June 15			
000 General Works	336	441	423
100 Philosophy & Psychology	1,457	1,357	1,641
200 Religion	414	505	1,113
300 Social Sciences (incl. Education)	5,979	7,032	6,961
400 Languages	488	389	373
500 Science	3,415	4,413	4,536
600 Useful Arts	3,407	3,397	3,517
700 Fine Arts	3,905	3,480	3,793
800 Literature	2,395	2,551	3,661
910 Travel and Geography	2,535	2,648	2,892
B Biography	1,414	1,627	2,241
900 History	4,570	4,820	5,961
Fiction	3,487	4,688	3,503
Reserved Books	8,364	7,865	5,799
Periodicals	3,900	3,596	3,769
Pamphlet and Clippings	7,344	6,306	5,966
Records	1,225	1,459	1,410
Filmstrips and Guides	915	1,117	879
Films	70	15	9
Slides	46	493	448
Total Student Circulation of books on two-week loan (less figures from the line Reserved Books down)	33,802	37,348	40,615
Average number of students	820	869	917
Per capita circulation of books to students	41.2	43.0	44.3
Interlibrary loans:			
from other libraries	269	475	353
to other libraries	237	174	79

TABLE II. HOLDINGS OF THE LIBRARY

	Volumes added 1954-55	Volumes added 1955-56	Total Stock after withdrawals	Titles added 1955-56	Total Stock after withdrawals
COLLECTIONS					
Circulating	1,934	2,851	54,287	2,385	39,466
Reference	255	455	6,317	449	5,982
Children's	187	154	4,701	148	3,647
Textbook	346	643	7,292	572	5,707
Faculty Author	6	11	181	7	172
Old Textbook	-	313	643	293	613
Archive	21	72	321	56	291
Foreign Language	4	54	657	54	454
Bound Periodicals	81	244	3,697	197	3,487
Total added during year	2,834	4,797		4,161	
Withdrawn	406	962			
TOTAL BOOK STOCK			78,096		59,819
SPECIAL MATERIAL CATALOGED					
Films	-	-	5	-	5
Filmstrips	89	105	1,006	102	953
Slides	-	51	483	45	477
Records	34	187	1,748	184	1,672
Music (bound)	-	-	121	-	121
Music (sheet)	-	-	419	-	419
Micro-cards (books only)	-	-	13	-	13

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Roscoe L. West Library

New Jersey State Teachers College, Trenton

Annual Report of the Librarian for 1956-1957

THE LIBRARY OF THE
JUL 2 0 1957
UNIVERSITY OF ILLINOIS

Bookplate for the newly established Roscoe L. West Fund

227
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1956/57

REPORT OF THE LIBRARIAN FOR 1956-1957

The past college year, with the new curriculum, an expanding enrollment, and the reevaluation by the Middle States Association, brought many challenges to the library. It is the belief of the undersigned, that they have been met and that the library made a great deal of progress in spite of the lack of commensurate financial resources. At the end of the year, the position of this library as the largest teachers college library and one of the strongest and most modern college libraries in the State of New Jersey remains unquestioned.

This must be a great satisfaction to the man primarily responsible for the creation of the library in its present form: Dr. Roscoe L. West, who retires from the Presidency of the College after a tenure of twenty-seven years. His name has just been linked permanently with our library by the decision of the State Board of Education to call the building henceforth Roscoe L. West Library. This was a well-deserved honor; its significance is underscored by the fact that the State Board usually frowns on naming buildings for living persons. Succeeding generations of students will be grateful to Dr. West for the foresight with which he and his associates planned the building, and for its beautiful design which makes it outstanding among college libraries in this region. Its remarkable spaciousness may enable the library to accommodate eventually three times as many student readers as we have now at Hillwood Lakes.

Dr. West has shown his sympathetic interest in the welfare of the library in so many ways, that it seemed fitting to thank him not only by naming the building for him, but also by establishing a book fund in memory of his administration. Both honors were announced at the Awards Assembly on June 11, 1957. Nothing pleased the librarian more than the fact that the student body voted overwhelmingly the sum of $1,000 needed to create the Roscoe L. West Fund, when the proposal was presented to the Assembly on April 30, 1957, by Jean Mancill, '58, a member of the Executive Board. She deserves a great deal of credit for the splendid manner in which she helped to carry the project to success. The librarian is convinced that establishment and democratic administration of such a fund help to make the students feel that they have a real stake in their library. Recent gifts from student organizations, especially the presentation of the magnificent High Fidelity Record Player by the Sigma Tau Chi Fraternity, are steps in the same direction. Moreover, the librarian had made excellent experiences with two similar funds established at Bard College Library during his tenure there. Beyond their character as memorials, they made it possible to enrich the book collection by the purchase of outstanding sets which provided wider educational opportunities for the more mature students and greatly added to the good name of that library.

Here in Trenton, too, the fund will be used for strengthening the collection by acquiring works of lasting significance which cannot be bought from the regular budget. It was gratifying to the librarian that the student committee which is to assist him in the choice of these sets, voted unanimously for Arnold J. Toynbee's ten-volume work A Study of History as the first purchase. It is hoped that all further selections

will be on the same high level. We would like to have some ideas from Dr. West himself. A few suitable suggestions have already been presented to the librarian by other members of the college community, but we still need many more proposals. The student committee, headed by Gerald Barrett, '58, and consisting of Richard Boehme, Susan Cadwallader, Nancy Fullmer, Laurel Giebelhaus, Kathryn Harcar, Joseph McQuade, Diane North, and Evelyn Rue, will take them up in the fall; Dr. Marshall Smith, faculty advisor to the Student Executive Board, has consented to serve also as a member of the committee. It is expected that the fund will be used up during the next two years. If, however, as is hoped, friends of the library would add to it by voluntary donations (as was the case in the similar situation at Bard College), we might be able to spread the acquisitions out over a longer period and do an even better job.

While the announcements at the Awards Assembly came as a climax to the year's work, another milestone had been reached quietly in February. The Middle States Evaluation brought all the results for which the librarian had been looking. The Middle States Commission on Institutions of Higher Education, in its official letter of reaffirming the accreditation of the College, commended its "excellent library" specifically. Even more important than this rating was the expert advice received from Mr. Harold W. Hayden, librarian of Bucknell University, who was responsible for the evaluation report on the library. He carefully examined all major aspects of our library work and talked extensively with all members of the staff. The conclusions at which he arrived from his wide experiences, were in line with the librarian's own thinking, and the latter drew a great deal of encouragement and satisfaction from Mr. Hayden's moral support for his plans and policies. Some of the committee's suggestions will be dealt with in the respective sections of this report. Suffice it to say here that the Middle States evaluation team urged particularly the addition of another professional library assistant, of a full-time demonstration school librarian, and of at least one clerical assistant. The report stressed further the pressing need for a sharp increase in the present budget for books, periodicals, binding, and supplies. "It could well be doubled, if the library is to meet the demands of a growing student body, a completely revamped curriculum, and the projected expansion of the graduate program."

I. Service to Readers

While the grand total on the statistical table I (see the Appendix) shows a proper growth of our operations, serious concern must be expressed about the decline of the per capita circulation figures. The introduction of the new curriculum should have led to an immediate rise of per capita reading, since greater emphasis is now placed on general education. The fact that more faculty members experiment in a praiseworthy fashion with the extensive use of Paperbacks, does not fully explain the sudden drop after some years of steady increase. The loss in per capita reading of two-weeks books, coupled with the mushrooming in the circulation of reserve books (increase of 71%), leads rather to the assumption that, as the college grows, more faculty members tend to be satisfied with assignments from comparatively few books, instead of urging the students to undertake wider explorations into the world of learning. The concern of the librarian in this respect was shared by the Middle States evaluation team (see page 24

THE LIBRARY OF THE
JUL 2 9 1957
UNIVERSITY OF ILLINOIS

of their report). It is hoped that the various academic departments will give this matter their attention, for in a school training future teachers the best and most modern methods of education should prevail rather than antiquated ways of intellectual spoonfeeding.

Most experts on college libraries concur in the belief that the use of reserve books should be limited to those titles which must be read by a whole class for a specific period; otherwise, students should be urged to make an intelligent choice from a variety of recommended books. The library makes every effort, within its budgetary limitations, to secure additional copies of important titles to facilitate this free choice, and will continue to labor along these lines. Faculty members would do their students and the library a favor, if they alerted the librarian early to their anticipated needs; very often, if not always, could he make adequate provisions to meet them. More than twenty years of college teaching and college library administration have firmly convinced him that any instruction which relies heavily on reserved books, under whatever elegant reasoning, is much less effective than that kind of "teaching with books" which Harvie Branscomb and all the other pioneers of modern college library service have fought for through two decades.

Under the circumstances, the circulation statistics in the various subjects offer little cause for rejoicing. The losses are heaviest in the fields of the literature and history. Only the social sciences (including education) show an appreciable gain. The increase in the use of periodicals reflects the systematic improvement in our holdings during the last few years.

The library staff continues to make every effort to introduce the students to the effective use of our collection. The Freshman orientation program suffered at the beginning of the college year from some scheduling problems, but was rather successful in the long run. This is shown by the fact that when the students at the end of the fall term repeated the diagnostic library test they had taken at the beginning, their scores were much higher. While the librarian gave two introductory lectures of an inspirational nature to the whole freshman class, most of the sections were taught by Mrs. Ferguson and Miss Perry. Both of them worked also in a very creditable fashion with upperclass students. Miss Perry gave them a great deal of help in gathering pertinent literature for teaching units, whereas Mrs. Ferguson stressed especially the educational potentialities of audio-visual materials.

As the college grows rapidly in size (and the expansion of the staff will probably never quite keep pace with it), we may have to look for some short cuts in our reference work. This is the reason why the librarian believes that we must produce more and more annotated reading lists for the guidance of students. This year, we have been quite successful with experiments along these lines. Especially two rather elaborate bibliographies were distributed in several hundred copies: This Is New Jersey, by Miss Perry, for which we have had a nation-wide demand, and Europe Today, revised edition 1957, by the librarian. An attractive shorter bibliography on The Pennsylvania Dutch, was compiled by Mrs. Ferguson. Another bibliography, on Latin America Today, by Mary Jane Getlen, '58, prepared for a bibliography course of the librarian and now supervised by Miss Perry, is approaching completion.

The relations between student body and library are so cordial that they hardly could be better. Visiting librarians frequently express their pleasant surprise about the friendly atmosphere prevailing in the library and wonder how we have been able to maintain this close rapport with a growing student body. Whenever the library had a serious problem this year, the librarian found various student agencies and organizations ready to come to our aid. Their good will is our greatest asset. Tribute should be paid to the editors of the State Signal, Lea Jordan, '57 and Alice Schuster, '57, and to their worthy successor Nancy Kondla, '58, to the officers of the Student Executive Board, to the members of Kappa Delta Pi and Sigma Tau Chi.

The worst problem the library had to contend with, during mid-winter in particular, was a wave of thefts. The library regretfully has come to expect that many circulating books are removed because of the lack of proper supervision at the exits. But when we began to lose also irreplaceable volumes of the Book Review Digest and other costly reference books, the faculty library committee and the librarian became alarmed. An appeal to the student body by President West and effective publicity in the State Signal helped to stem the tide. The number of thefts in the reference collection decreased during the second term. The only effective solution in the long run will be to close (in line with the recommendations from the Middle States team) the two back exits, which are entirely superfluous from the library's point of view, and to move the circulation desk in the main lobby about six feet forward; this would enable us to check every reader leaving the Reference and Main Reading Rooms in the way customary in college and university libraries today.

If we want to render out students the kind of service they need and deserve, we must know more about their backgrounds. In this respect, librarians and other educators are too often satisfied with vague generalizations. Who has not heard some "expert" say that "our students do not do this or read that?" Now, for the first time we can find out the salient facts, thanks to an excellent study undertaken by Elizabeth M. Rinaldi of the Paterson State Teachers College Library. Her Master's Essay on: The Reading Interests of Students: a Survey Undertaken in the New Jersey State Teachers College at Paterson was based on a detailed questionnaire answered by more than 90% of all Paterson students; it is a goldmine of information. This study, undertaken under the guidance of the undersigned and accepted for a Master's degree in Education at Trenton in 1957, deserves the careful attention of librarians and teaching faculty alike. They are in for some surprises and a few real shocks.

The library and its staff do not only enjoy the good will of the students, but also harmonious relations with the teaching faculty. As the faculty grows in size and the turnover shows signs of increase, we may find it more difficult to reach every faculty member, but at this point we have no reason to worry yet. The Faculty Library Committee was enlarged this year by the addition of a scientist and a sociologist, which assured a wider representation of interests. Both new members, Dr. Cruise and Dr. Wolcott, have given valuable advice; the library appreciates especially Dr. Cruise's comprehensive suggestions for the systematic improvement of the science collection. The committee as a whole held several formal

meetings; they concerned themselves chiefly with the future development of the library building, with ways to protect the library collections against theft, and with the urgent need to raise the library budget. The committee prepared a comprehensive document on the last point; it contains the considered opinion of the committee on the budgetary requirements for 1958/59. Far beyond the time spent in formal meetings, members of the committee were always ready to give the librarian advice and assistance in many ways, and he feels greatly indebted to them for their moral support on critical issues.

It is a matter for genuine regret that the number of Interlibrary loans decreased substantially. But this does not mean that our relations with other libraries in our neighborhood have detiorated. They remain cordial indeed. The librarian does not give up the hope that a closer collaboration between all major libraries in the Trenton-Princeton area may be devised eventually.

II. The Library Staff

The library staff remained unchanged this year. The only vacancy arose in the Library Science Department through the resignation of Miss Anne Voss who had been order librarian until 1955. During the tenure and at the request of Miss Laura Vroman, Miss Voss' predecessor, the Library Science Department had been split off from the library in 1954/55. The librarian has never been convinced that this move had been either wise or necessary. He believes that it would be much more beneficial for the Library Science curriculum if it were operating in close rapport with the library. One man departments usually lead a half-forgotten existence on a college campus; the Library Science curriculum, which anyhow suffers from several technical handicaps, cannot remain on a lonely island if it is to succeed, as we hope it will.

The librarian wishes here to repeat his most sincere thanks to all members of the library staff for the excellent work they did in preparation of the Middle States evaluation. Few outsiders will ever understand or appreciate what a tremendous effort goes into such a self-survey. Special thanks are due to Miss Hamm and Miss Brodowski for the huge amount of processing which they handled with quiet efficiency, and to Mr. Packard, who brought order into the long sadly neglected periodical holdings. It is gratifying to note the favorable comments on the library staff in the Middle States report; it stresses the fact that "all persons seem interested and enthusiastic about their work" and states that "the library is obviously a well-operated unit of the college plant."

Attention may also be called to the recommendations of the Middle States report for increases in the staff. It is obvious that when the college is in an epoch of continuous growth, the library staff cannot absorb the inevitable increase in its operations much longer. The alternative is clear: the college will either have to secure additional staff for the library, as it does for other administrative and teaching departments, or the level of library service will have to be reduced by necessity. The college anticipates an enrollment of 1,160 in 1957/58; it seems unjust and unsound to expect that the same library staff, which served a constituency

of 820 students in 1953/54, will be adequate in size next year. Therefore, the librarian expresses the urgent hope, that a workable formula for staff increases be developed by the State Department of Education in consultation with the librarians of the institutions concerned. The thorny problem of putting professional librarians on a twelve-months schedule should be examined in this connection also; its significance is evident from the Middle States report (page 22).

All staff members were engaged in graduate work, Mrs. Ferguson at Drexel, Miss Hamm and Miss Perry at Rutgers Library School, Mr. Packard at the Rutgers School of Education, and Miss Brodowski here in Trenton. Staff members held a great number of honorary positions, for instance, Mrs. Ferguson as President of the Association of the New Jersey State Teachers College Faculties, Miss Brodowski as Secretary of our faculty and as Publications Expediter for the N. J. L. A., Mr. Packard as Chairman of the N. J. L. A. Scholarship Committee; Miss Hamm has been in charge of social activities for the Faculty Association, and Miss Perry sponsors the Ionian Sorority.

A special debt of gratitude is due Mrs. Marcella Benjamin. She performed a large number of complex tasks for the librarian with superlative circumspection and efficiency. The librarian would have been unable to attend to the avalanche of business that often piled up on his desk, without her thoughtful judgment and excellent help.

The librarian himself did not only handle a large assignment in the library (with acquisitions passing the 5,000 mark, book selection alone became a very sizeable job for him), but he continued to teach two courses per semester. The fact that he is a member of an important academic department and that he meets many students in his classes, has immeasurably helped him to understand this institution and its needs; the values derived from teaching are worth his additional efforts. As to his "extracurricular activities", he is finishing his term as member of the Council of the American Library Association and Director of the Association of College and Reference Libraries; these duties make his attendance at the ALA conference in Kansas City necessary (at the end of June). He has just been appointed to a three-year term as member of the ACRL Committee on Standards, he has continued as chairman of the N. J. L. A. Committee on Education for Librarianship and the Special Projects Committee of the N. J. L. A. College Section. He is a member of the N. J. L. A. Committee for the Creation of a Library in House Morven. In October, he served as a member of the 68-man team of the Middle States Association for the reevaluation of Syracuse University. Just as last year, he will participate at the beginning of July 1957 in the Annual Conference on American Foreign Policy at Colgate University. His manifold other duties this year interfered with his writing activities, but he contributed to the editorial page of the New York Herald Tribune and to the book section of the Library Journal.

Two years ago, there was a great deal of unrest and dissatisfaction among our student assistants. By now, the situation is completely changed. We have a group of devoted, well-trained, intelligent helpers on whom we rely for many important functions. It is hard to point out the best assistants, because there are so many good ones. On danger of being unjust to

some others, the following are singled out for special praise: Louise Arnold, Heinrich Boehme, Jean Bridges, Barbara Filsinger, Barbara Fisher, Trudi Krucke, Gloria Peterson, Evelyn Rua, and Ann Scholtz. The only problem left at this point is to secure for 1957/58 a sufficient number of able assistants, who can work a minimum of 10 (and preferably 12) hours per week.

III. The Library Collections

This has been a good year for our collections. Even though the library budget itself remained virtually unchanged, some additional money came in from a number of accounts and funds, enabling us to strengthen the collection in some weak spots. Also, many generous donors remembered the library. On the other hand, staff members, especially Mrs. Ferguson and Miss Perry, weeded out a lot of deadwood. The collection exceeds now 82,000 volumes. That is a great deal of progress, but we still are far from having caught up with the demands of the new curriculum and the rapidly growing student body. Under the present circumstances, we ought to have a collection of about 100,000 books. While our holdings in some subject areas are quite satisfactory, others are still far behind. The physical sciences, mathematics, philosophy, public health, and industrial arts are but five areas that need much more cultivation. While the collections in history, geography, literature, and fine arts have been considerably modernized and expanded, they are still not varied enough for the ever larger classes. For instance, the books that served 250 freshmen for their outside readings a few years ago when they took the course on the rise of contemporary civilization, must be pitifully inadequate when almost 500 freshmen will settle at Hillwood Lakes. Extensive duplication or better triplication of key titles becomes a necessity overnight.

This is one of the reasons why the Faculty Library Committee feels so strongly that the book budget must be more than doubled in 1957/58, if we want to maintain our standards. The pooled judgement of this committee should be paid attention to, for it includes the representatives of many major subject areas. Together with the librarian, who is the professional book expert of the college, they know the facts about strength and weakness of the collection as a whole. It is the province of the librarian, in consultation with the Faculty Library Committee, to allocate the book funds. This is the only assurance that we will gradually arrive at that flexibility that seems desirable. At a later date, when funds will be much more plentiful than they are now, we may be able to carry out the suggestion of the Middle States report to abolish the whole system of annual allocations. The proposed method of meeting faculty book requests without rigid departmental appropriations has been most successful in libraries which traditionally have enjoyed funds adequate to meet their specific needs, such as Princeton, Bucknell, and Bard, to mention but three institutions of different sizes.

The reference collection was systematically enriched again this year. The most important purchase was the Encyclopedia Americana, 1957 revision. It is our plan to buy also new sets of the Britannica and of Collier's at regular intervals, so that the students will always have one recently revised encyclopedia on hand. The reference collection is adding another

dimension this summer by the purchase of Der Grosse Brockhaus, one of the two or three most authoritative European encyclopedias; the first post-war revision has just been completed. This set will be a boon to serious students of geography, history, and literature. Generally speaking, the most recent editions of many important reference works have been acquired. A few titles may indicate the variety: Ayer's Directory of Newspapers and Periodicals; The Directory of American Scholars; Dorland's Illustrated Medical Dictionary; The Encyclopedia of Chemistry; The International Dictionary of Physics and Electronics; and The Middle East. Considerable efforts have gone into improving our holdings on New Jersey history; we were able to secure some rather rare reference works.

The children's collection had a windfall; a faculty member gave more than 270 new children's books. All told, we added in this one year more children's books than in any two preceding years on record. Our other special collections made less sensational progress, but we did improve at least the record collection to some extent. However, the library needs much larger funds if we are to do a good job with music records, filmstrips, and art slides. At present, there are practically no funds for audio-visual materials available from the regular budget.

Much attention was paid again to our periodical collection. When the librarian took office, he considered that collection, with an uneven list of subscriptions and very poorly kept up back-files, the weakest part of the whole library. Two years of constant systematic labor brought good results. In February 1957, we were able to issue a comprehensive list of our present subscriptions and consolidated holdings; it was pleasant to find it specifically recognized in the Middle States report as "excellent". We expanded our subscriptions to indexing services by adding the Industrial Arts Index, the Public Affairs Information Service, and the semi-monthly issues of the New York Times Index; the latter will be indispensable when we will have the New York Times on microfilm, as should be the case before long. Our set of the Psychological Abstracts was bound and goes now back to 1937. Mr. Packard, who is in charge of all these operations, has done a fine job of assembling and binding the backfiles of many key journals, so that we gradually will be enabled to render better service to our clientele, which had often sharply complained about inadequate and incomplete back-files. That we are improving along these lines is indicated by the rise in circulation figures for periodicals. Of course, limited funds prevent us from attempting to do a complete job. We have to be satisfied, if our bound files of such a standard journal as the Political Science Quarterly extend to 1935, or the American Mathematical Monthly to 1939, and with many lesser magazines we cannot reach back beyond the end of the Second World War. It goes without saying, that we need much better appropriations not only for periodical subscriptions and back-files, but also for binding. To save on binding, is wasting money in the long run.

It is encouraging to see the increase in important gifts. The Princeton University Library permitted us to select 87 useful volumes, some of them quite costly, from its exchange collection. Large gifts of good books were also received from the Montclair Public Library, through the courtesy of the retiring librarian, Miss Margery C. Quigley, and the Newark Public Library, whose Business Branch gave us important reference

works. The library received $250 from the Danforth Foundation Grant to the college. This enabled us to buy many pertinent books in connection with the Danforth-sponsored programs; similar allocations have been secured for the next two years. The Seashore Club gave again $100 for the Shoemaker Memorial Fund of children's books, and the Bookmen of New Jersey added $50 to the Memorial Fund for reference books in science. 39 well chosen literary books came to us through the good services of Sigma Tau Chi Fraternity; they were selected by Gerald Barrett, '58, in cooperation with the librarian. The Lutheran Association and the Women's Health and Physical Education Club donated valuable reference books in memory of Dr. Blanche E. O. Graham, who had been a good friend of the library. The Newman Club and the Argorumuthos Sigma Sorority also made gifts to the library. Individuals who remembered us include, for instance, Dr. Roscoe L. West, Dr. Helen Carpenter, Miss Mary V. Gaver, Mr. Patrick Hazard, Dr. Emerson Loucks, Mrs. Charles Deane of North Arlington, Virginia, Mr. and Mrs. Howard Hughes, retired librarian of the Trenton Public Library, who made a donation in memory of Mrs. Mable N. Rounds, and Mr. Harold Thompson, librarian of Lafayette College. Last but not least, the Trenton branch of Merrill, Lynch, Pierce, Fenner, and Beane gave us again several expensive reference books, and from the Jewish Chautauqua Society came about twenty volumes of Judaica.

Iv. Library Building and Library Equipment

As the college enters a period of rapid expansion, great structural changes in the library building will be inevitable. It is gratifying that there was general agreement between the college officers and the Administrative Council of the Faculty about the necessity to incorporate these changes in the Master Plan which was prepared last Fall. The librarian, in consultation with library staff and Faculty Library Committee, prepared last Spring more specific plans for sweeping changes. Their most important feature was the breakthrough to the back end of the building which would add a great new reading area on the main floor. It would be premature to discuss here the details of the plan, since they are subject to many modifications, depending on the eventual size of the college and the time when separate science and social studies buildings may be erected. The most important fact is that, thanks to the foresight of Dr. West, the library building is large enough to accommodate a student body of 3,000 and a collection of about 150,000 volumes. Only when the college exceeds these two figures, will a library annex have to be built. That, too, could be done without creating insoluble architectural problems, since there is space for a sizeable annex in the back of the building.

The librarian wishes to express his thanks to Mr. Thomas Kinter, the new business manager, for his helpful interest in the problems of the library. He has done much toward solving some of them. We hope that the survey of our lighting facilities, which he inaugurated, will soon bear fruit. The plan proposed by the engineers of the Public Service Electric and Gas Company in Trenton would go far to brighten the main reading and service areas of the library. Its realization should not be postponed until the new Master Plan is carried through after a bond issue, since our students need better lighting right away. The darkness in some areas of the Main Reading Room and the Horace Mann Room creates a great strain on the eyes of many readers.

The library received one major piece of equipment, the High Fidelity Record Player, through the generous cooperation of Sigma Tau Chi; the beautiful machine was built by Mr. Charles Harp to whom the library is greatly indebted for his efforts. The next important acquisition will have to be a microfilm reader, since the use of microfilms has become absolutely essential for advanced reference work, especially as far as newspapers and periodicals are concerned. Another important purchase will be a book receiver at the main entrance, which will solve some problems for the circulation department. There is a long list of other desiderata. It must always be remembered that the faster the college grows, the more urgent becomes the acquisition of time-saving machines. Also the allocations for supplies must at least be doubled so that we can buy all the printed forms, cards, and other necessities for the library's proper housekeeping.

RECOMMENDATIONS

The most urgent requirements of the library may be summed up as follows:

1. A library budget for 1958/59 which will meet the needs arising from the new curriculum and the demands of a greatly expanded student body. The budget should be in line with the recommendations of the Middle States report and carry through the suggestions of the Faculty Library Committee which proposes the following figures: $18,950 for books, periodicals and audio-visual materials, $2,600 for binding and $1,250 for supplies.

2. Staff increases to absorb the rapidly increasing work load in the library. In line with the Middle States report, the addition of one professional assistant (to take charge of the audio-visual materials) and at least one clerical assistant is requested for 1958/59. If two clerical assistants can be added, one should be assigned to the Workroom, the other handle the periodicals in the circulation department.

Further important issues are the following:

3. If the State Department of Education considers the introduction of a formula for staff increases, the librarian should be given an opportunity to examine it so that he might make pertinent suggestions before the formula is definitively adopted.

4. The situation in the Lanning School Library needs a complete clarification. A full-time school librarian should be appointed at the latest for 1958/59. In the meantime, the order librarian should be immediately freed of all responsibility for running the Lanning School Library; it should come temporarily under the supervision of the new library science teacher.

5. The Library Science Department should be brought into a close working relationship with the library.

6. A microfilm-reader should be purchased immediately; other New Jersey State Teachers College Libraries have long introduced such machines.

7. The plan for new lighting facilities in the reading and service areas should be carried out without delay.

8. The librarian should be authorized to consult extensively with a State-approved architect and to have him draw up detailed sketches for the rebuilding of the library under the new Master Plan.

Respectfully submitted,

TABLE I. USE OF THE LIBRARY

	1953-54	1954-55	1955-56	1956-57
GRAND TOTAL of all circulating materials, June 1 to May 31	67,456	68,495	65,980	71,035
Faculty Circulation, June 1 to May 31	7,482	6,815	5,803	7,377
Student Circulation, Sept. 1 to June 15				
000 General Works	336	441	423	447
100 Philosophy & Psychology	1,457	1,357	1,641	1,258
200 Religion	414	505	1,113	659
300 Social Sciences (incl. Education)	5,979	7,032	6,961	7,633
400 Languages	488	389	373	349
500 Science	3,415	4,413	4,536	4,475
600 Useful Arts	3,407	3,397	3,517	3,081
700 Fine Arts	3,905	3,480	3,793	3,998
800 Literature	2,395	2,551	3,661	2,549
910 Travel & Geography	2,535	2,648	2,892	2,560
B Biography	1,414	1,627	2,241	2,110
900 History	4,570	4,820	5,961	5,021
Fiction	3,487	4,688	3,503	3,732
Reserved Books	8,364	7,865	5,799	9,936
Periodicals	3,900	3,596	3,769	4,651
Pamphlet and Clippings	7,344	6,306	5,966	5,805
Records	1,225	1,459	1,410	1,393
Filmstrips and Guides	915	1,117	879	945
Films	70	15	9	-
Slides	46	493	448	229
Total Student Circulation of books on two-week loan (less figures from the line Reserved Books down)	33,802	37,348	40,615	37,872
Average number of students	820	869	917	979
Per capita circulation of books to students	41.2	43.0	44.3	38.7
Interlibrary loans:				
from other libraries	269	475	353	87
to other libraries	237	174	79	100

TABLE II. HOLDINGS OF THE LIBRARY

COLLECTIONS	VOLUMES				TITLES	
	Volumes added 1954-55	Volumes added 1955-56	Volumes added 1956-57	Total Stock after with-drawals	Titles added 1956-57	Total Stock after with-drawals
Circulating	1,934	2,851	3,853	57,534	2,672	41,978
Reference	255	455	489	6,746	456	6,378
Children's	187	154	417	4,748	319	3,923
Textbook	346	643	165	7,436	97	5,796
Faculty Author	6	11	6	187	6	178
Old Textbook	-	313	-	643	-	613
Archive	21	72	36	357	36	327
Foreign Language	4	54	8	664	8	461
Bound Periodicals	81	244	281	3,978	281	3,768
Total added during year	2,834	4,797	5,255		3,875	
Withdrawn	406	962	1,237		271	
TOTAL BOOK STOCK				82,293		63,422

SPECIAL MATERIAL CATALOGED						
Films	-	-	-	5	-	5
Filmstrips	89	105	26	1,032	26	979
Slides	-	51	150	633	85	562
Records	34	187	182	1,852	129	1,725
Music (bound)	-	-	4	125	-	122
Music (sheet)	-	-	-	419	-	419
Micro-cards (books only)	-	-	-	13	-	13